



Government of Karnataka

SOCIAL SCIENCE

ENGLISH MEDIUM



SEVENTH STANDARD

FIRST SEMESTER

2015

KARNATAKA TEXTBOOK SOCIETY (R.)

100 Feet Ring Road, Banashankari 3rd Stage,
Bengaluru - 560 085.

Preface

The Textbook Society, Karnataka, has been engaged in producing new textbooks according to the new syllabi which in turn are designed on NCF – 2005 since June 2010. Textbooks are prepared in 12 languages; seven of them serve as the media of instruction. From standard 1 to 4 we have the EVS, Mathematics and 5th to 10th there are three core subjects namely Mathematics, Science and Social Science.

NCF – 2005 has a number of special features and they are:

- connecting knowledge to life activities
- learning to shift from rote methods
- enriching the curriculum beyond textbooks
- learning experiences for the construction of knowledge
- making examinations flexible and integrating them with classroom experiences
- caring concerns within the democratic policy of the country
- making education relevant to the present and future needs.
- softening the subject boundaries- integrated knowledge and the joy of learning.
- the child is the constructor of knowledge

The new books are produced based on three fundamental approaches namely.

Constructive approach, Spiral Approach and Integrated approach

The learner is encouraged to think, engage in activities, master skills and competencies. The materials presented in these books are integrated with values. The new books are not examination oriented in their nature. On the other hand they help the learner in the all round development of his/her personality, thus help him/her become a healthy member of a healthy society and a productive citizen of this great country, India.

Mathematics is essential in the study of various subjects and in real life. NCF 2005 proposes moving away from complete calculations, construction of a framework of concepts, relate mathematics to real life experiences and co-operative learning. Many students have a maths phobia and in order to help them overcome this phobia, jokes, puzzles, riddles, stories and games have been included in textbooks. Each concept is introduced through an activity or an interesting story at the primary level. The contributions of great Indian mathematicians are mentioned at appropriate places.

We live in an age of science and technology. During the past five decades man has achieved great things and realized his dreams and reached pinnacle of glory. He has produced everything to make life comfortable. In the same way he has given himself to pleasures and reached the stage in which he seems to have forgotten basic sciences. We hope that at least a good number of young learners take to science in higher studies and become leading scientists and contribute their share to the existing stock of knowledge in order to make life prosperous. Ample opportunity has been given to learners to think, read, discuss and learn on their own with very little help from teachers. Learning is expected to be activity centered with the learners doing experiments, assignments and projects.

In Social Science especially in standard 5 the first chapter deals with the historical, geographical, cultural and local study of the division in which learners live. Chapters on sociology, business studies and commerce are introduced in standard VIII as per the guidelines of NCF-2005. A lot of additional information is given through box items. Learners are encouraged to work towards construction of knowledge through assignments and projects. Learning load of memorizing dates has been reduced to the minimum. Life values have been integrated with the content of each chapter.

The Textbook Society expresses grateful thanks to the chairpersons, writers, scrutinisers, artists, staff of DIETs and CTEs and the members of the Editorial Board and printers in helping the Text Book Society in producing these textbooks.

Prof. G.S. Mudambadithaya

Coordinator

Curriculum Revision and Textbook Preparation

Karnataka Textbook Society®

Bengaluru, Karnataka

Nagendra Kumar

Managing Director

Karnataka Textbook Society®

Bengaluru, Karnataka

Chairperson's Note

'Yesterday, today and tomorrow are inseparable parts of the present' so says great Allamaprabhu. History flows like an invisible river. Now and then it shows itself in its mortal and sometimes in an infinite form. It may appear as individuals, happening or in the form of certain values. The entire social fabric of the world is split into factions such as religions, colour, gender, language, the rich, the poor and raise its ugly heads in different identities. People have begun creating history of their own through various forms of conflicting details. As a result of this tendency history is not allowed to grow in all its true realities. Being a part of history, man has been trying to create new branches of this great tree of history. On the other hand history is like a chain in which every link represents a generation and these generations go on adding to the existing ones. As a result of this, we have to recognize that history has become a complex discipline. Basically history is a continuum. We can master our competence to understand History only by constant and deep study.

History is as vast as Time. In this book we deal with the continents of Asia, Europe and America. We have yet to study the various features of Africa, South America and Australia. A lot of research works have been going on in different fields of human endeavor and it is a challenge at least to give a bird's-eye-view of the results of these research works in our textbooks. Though we follow the spiral approach, our course becomes highly scientific and intricate.

The VII syllabus deals with Asia and Europe. We have made an earnest effort to acquaint the learners with the details of special geographical features of these continents. Indian History has been dealt with in greater detail keeping in mind the latest research findings in various aspects of history. As the syllabus is vast, naturally the pages have become more. It was a problem for writers to decide the depth and extent of details of the materials to be presented in the book.

We faced another problem while designing the book. It was how to present the sensitive issues such as religions, castes and gender. Ours is a multifaceted society. The learners at this level are sensitive to such issues. Therefore we have made a sincere and an objective effort to help learners realize the learning objectives to the best of our ability.

We would like to share the following points with classroom teachers

- The VII textbook is a continuation of V and VI standard textbooks. Therefore teachers have to keep in mind the portions covered in classes V and VI
- Portion to be covered is indicated using icons at the beginning and end of each chapter. Information given in the boxes is not to be tested in the examination. Box items come under the 'going beyond the syllabus', part of the curricular.
- At the beginning of each chapter a list of competencies to be master by the students is given. It is for the guidance of teachers. They have to see that learners have to master the competencies.
- Teachers are expected to bring to the notice of the chief coordinator, the good points and deficiencies well in time so that deficiencies may be set right in the next edition of the textbook. We welcome such suggestions from parents as well.
- Our grateful thanks to all those who have helped us in preparing this textbook.

Dr. Aswathanarayana

Chairperson

Textbook Preparation Committee

Textbook Committee

Chairperson

- : *Dr. Aswathanarayana*, Associate Professor, History Dept., Gnanabharathi Campus, Bengaluru University, Bengaluru-560056.

Members

- : *Sri M.N. Katti*, Lecturer in Geography, Govt P.U. College, B.P.Vadiya Road, Basavanagudi, Bengaluru-560026.

Sri N. Ningaraju, Lecturer, Govt P.U.College, Yalahanka, Bengaluru.

Sri Y. Ramakrishna Rao, Lecturer in Political Science, Govt. P.U.College, Ermalu Bada Post, Udupi Dist-574119.

Sri S.B. Kadakoladavar, Asst. Teacher, Vidyaranya P.U. College, High School Section, Dharawad-1.

Smt K.V. Shilpa, Asst. Teacher, Higher primary School, Channaiahna Kote, Viraj Pet Taluq, Madikeri Dist.

Artist

- : *Sri Taranath Kairangal*, Draing Teacher, Govt. High School Manchikolnad, Bantwal Tq. D.K. Dist.

Scrutinizers

- : *Sri Raghavendra Prabhu M.*, Professor, History (Retd.), Anantha Prasad, Dambel, Ashoknagar Post, Mangaluru - 575006.

Sri K.R. Manjunath, Principal, M.E.S. P.U.College, T.T.M Layout, Bengaluru.

Editorial Committee

: *Dr. M.V. Srinivas*, Professor of History (Retd.), H.Road, Rajarajeshwarinagar, Bengaluru.

Dr. R.L.M. Patil, Professor of Political Science (Retd.). 1105 Poornapragnanagar, Uttarahalli, Bengaluru.

Dr. Eshwarappa, Head of Dept. of Geography, Bengaluru University, Bengaluru.

English Translation Committee

- : *Sri Mallappa P.*, Professor in Geography, (Retd.), Mysuru.

Smt. Geetha Sreenivasan, Associate Professor in English, P.G.Centre, Sheshadripuram College, Bengaluru.

Sri R. Sathyanarayana, Asst. Teacher, Maharshi High School, Vishweshwarnagara, Mysuru-570008.

Chief

Co-ordinator

- : *Prof. G.S. Mudambadithaya*, Co-ordinator, Curriculum Revision and Textbook Preparation, Karnataka Textbook Society, Bengaluru.

Guidance

- : *Sri Nagendra Kumar* Managing Director, Karnataka Textbook Society, Bengaluru.

Sri Panduranga Deputy Director (in-charge), Karnataka Textbook Society, Bengaluru.

Programme

Co-ordinator

- : *Smt S.N.Leelavathi*, Senior Asst. Director, Karnataka Textbook Society, Bengaluru.

CONTENTS

First Semester		
		Page No.
	History	
1	The Renaissance-The beginning of the modern age	1
2	Religious Reformation	13
3	Geographical Explorations	18
4	The Advent of Europeans to India	26
5	India in the 18th Century (1707–1757)	31
6	The Growth of British Supremacy (1758–1856)	38
7	The Consequences of British Rule	47
	Civics	
8	India Towards Social and Economic Development	61
9	Consumer Education	77
10	United Nations Organization - Hope of the Mankind	86
	Geography	
11	North America - Land of Prairies	96
12	South America - Land of Andes	120

LESSON
1

THE RENAISSANCE
THE BEGINNING OF THE MODERN AGE

Introduction

Historians classify the long history of Europe into three ages. They are: Ancient Age (till around 500 B.C.), Middle Age (around 500 B.C. – 1500 A.D.) and Modern Age (from around 1500 A.D. onwards). During the Middle Ages, the Catholic Church had exercised supreme control over the lives of people and stifled all independent thinking. However, during the 15th and 16th Centuries, the Middle Ages turned towards the new path of transformation. This marked the beginning of the Modern Age.

The three significant historical developments marking the beginning of the Modern Age are: The Renaissance, the Reformation and the Geographical Explorations. These have been dealt within the first three lessons.

Competencies

- 1 Students understand the concept of Renaissance.
- 2 They also learn about the factors leading to the Renaissance, the beginning of Renaissance and its features.
- 3 They get to know about the developments in the fields of literature, architecture, painting and science inspired by the Renaissance.



Teacher: Children, do you know what is meant by 'Renaissance' or the 'New Awakening'?

Students : No Sir, we do not know.

Teacher : Renaissance' means the 'Revival'. It also means the 'Re Awakening'. The word 'Renaissance' refers to the significant developments that took place around 1400-1600 A.D. in the fields of European literature, art, architecture and science. The Renaissance movement denotes the

creative developments in intellectual and cultural aspects. This movement comprises the complex network of multi-faceted changes that occurred during that age, transforming the Europe of the Middle Ages to that of the Modern Age.

Students : Where did this movement originate?

Teacher : It originated in Italy.

Dyamavva: Sir, what are the features of the Renaissance?

Teacher : A very good question. Everyone should know this. The Renaissance had many features. Humanism and rationalism were the most important ones.

Deepali : What is humanism?

Teacher : Humanism is the belief that man is the centre of all events in the world.

The scholars who studied Ancient Greek literature were called 'Humanists'. They believed that Man was the most important creature in the world; he was not a sinner. They declared that he was the greatest creation of God.

Ganeshha : Then what is rationalism, Sir?

Teacher : Rationalism is examining every idea in a logical manner and without any prejudices. Any idea is accepted only after it is found to be true.

During the Renaissance, ideas about Heaven and Hell and the Other World were rejected. Matters of the world around man were given lot of attention. Contemporary life was emphasized upon.

Joseph : Are there any other features, Sir?

Teacher : Apart from these, there are two other features. They are: firstly, the Classical languages i.e. Greek and Latin were rejected in favour of the local language in which literature was written. Secondly, original artistic creations were encouraged.

The Renaissance artists chose new topics for their art. Architecture focused more on man. For instance, churches were not just places of worship but also centres of artistic architecture.

Ismail : Sir, we understood the features of Renaissance. But can we know the reasons for the Renaissance?

Teacher : Definitely. Ideological freedom was the primary reason for the Renaissance. The other reasons were: * the attack on Constantinople, *the influence of geographical explorations, *invention of the printing press, *spread of education, *decline of feudalism etc.

Istanbul is the harbour city of modern-day Turkey. It was earlier called Constantinople, and even before that, Byzantium.

Thimmakka: Tell us more about the attack on Constantinople, sir.

Teacher : In the middle of the 15th Century (1453), the Turkish Sultan, Mohammed II, mounted an attack on Constantinople, the capital of the Eastern Roman Empire.

During this invasion, the Turks seized the city from Emperor Constantine XIII. The important fact to be noted here is that for 11 centuries before 1453, this city was the center of knowledge and learning.

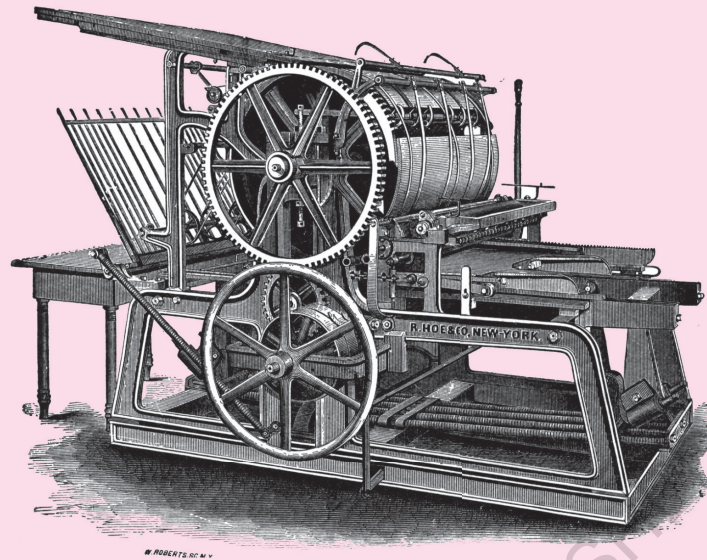
Razia : What was the result of the attack, Sir?

Teacher : The Turks were not broad-minded like the Arabs. They had no respect for learning. Fearing the Turks, the scholars of Constantinople, along with their valuable Greek and Latin works, fled to Italy and other parts of Europe. They settled in various cities of Italy and began to disseminate their knowledge. Thus learning shifted from Constantinople to Italy. This inspired the Renaissance movement.

Besides, the geographical explorations of the time led to an increase in the wealth of the Europeans. They found out sea routes to countries like India, America and others. This development transformed Europe into a colonial power. It also led to the disintegration of the feudal system.

Atul : Sir, how did the printing press contribute to the Renaissance?

Teacher : The printing press, which was invented in the 15th Century, brought about revolutionary changes in the field of knowledge-dissemination. Earlier, a person could print only two books in a year. With the help of the printing machine, now he could print 24,000 prints of a book in a year. As a result, the price of printed books came down, and demand for them increased. The printed word was clearer and looked more beautiful than writing done by hand. All those interested in reading could get books easily.



1.1 Pic of Guttenburg's printing press

Around 1450, the German, John Guttenberg, used movable metal types in his press at Maines. Earlier, blocks were being used. New forms of technology spread all over Europe at lightning speed. All scholars and Popes welcomed this development. In 1477, William Caxton established an improved printing machine in England.

Ningappa : Explain the contribution of the Renaissance period to the field of literature, sir.

Teacher : During the Renaissance, literature was written in the national or the local languages. As a result, the spoken languages of the people prospered. Many humanist writers wrote various works of literature during this period.



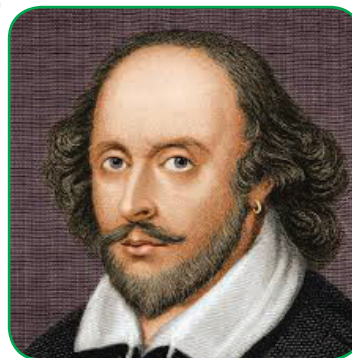
1.2 Petrarch

Petrarch is the prominent one among Humanists. He valued ancient Greek and Roman literature. His lyrics and sonnets are well-known. Young writers were inspired by him. Dante was a great Italian poet. He wrote the epic 'The Divine Comedy'. Boccaccio was an expert story-teller. 'Decameron' is his great literary work.

John Calvin was the religious reformer who gave a new style to French prose literature. Cervantes was an important Spanish writer of the Renaissance period. He satirized the knights of the Middle Ages in his famous work 'Don Quixote'.

Those who rendered exemplary service in the royal military were honoured with knighthood and called 'Knights'.

William Shakespeare (1564 – 1616) is the most important among English dramatists. He wrote many excellent plays. 'Julius Caesar', 'Romeo and Juliet', 'King Lear', 'Macbeth' are some of his plays. He is a great dramatist like Kalidasa.



1.3 Shakespeare

Margaret : Sir, you have explained the contributions of the Renaissance to literature. Now will you please tell us about its contributions to architecture, art and sculpture?

Teacher : We can see the exquisite Renaissance architecture in the vast St. Peter's Church of Rome and St. Paul's Cathedral at London.



1.4 Pic of St.Peter's Church, Rome

The Renaissance architects rejected the ornate, ostentatious Gothic style of the Middle Ages, and used circular arches instead of pointed, spiral arches.

Donatello was a prominent sculptor of the period. His 'Image of David' is excellent. Similarly, 'Image of Moses' created by Michael Angelo is magnificent.

Shivamurthy: Sir, tell us about the achievements in the field of art.

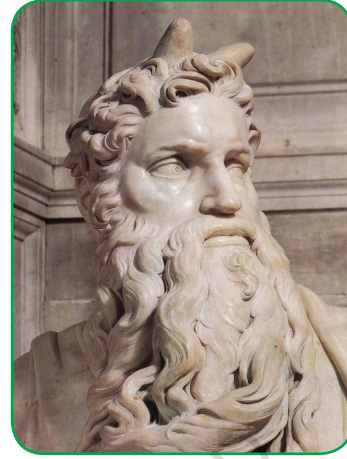
Teacher : In the 16th Century, there were many talented artists in Italy. Prominent among them were Leonardo da Vinci and Michael Angelo.



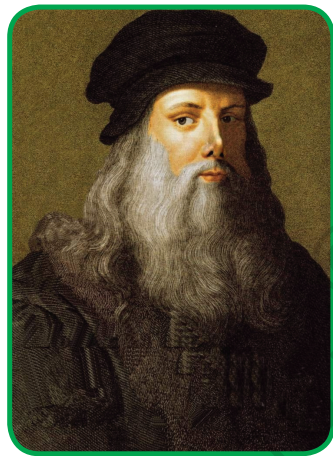
1.8 Pic of Virgin on the Rock



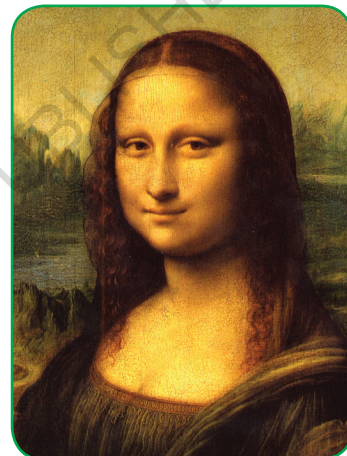
1.5 Michael Angelo



1.6 Moses by Michael Angelo



1.7 Leonardo da Vinci



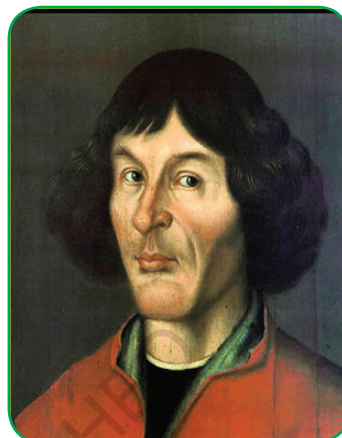
1.7 Mona Lisa

Leonardo da Vinci was a wonderful painter, sculptor, scientist, engineer, architect and mathematician. 'Virgin on the Rocks', 'The Last Supper' and 'Mona Lisa' are his famous paintings.

Da Vinci surpassed all his contemporaries in all the fields. He had prepared models of Flying Machine, Submarine, Parachute and Tanker. However, his scientific achievements remained unknown to the public for a long time. He was a great architect too, and had constructed canals and forts in Italy. He had acquired expertise in music and philosophy too. It is said that he could write with both hands at the same time.

Aditya : Sir, please tell us the progress that took place in the field of science during the Renaissance.

Teacher : We can say that the development of modern science began during the period of Renaissance itself. There was revolutionary progress in astronomy. Copernicus of Poland had claimed that the earth was one of the many planets that revolved round the sun. Since his research went against the beliefs of the Church, his findings could not be brought out in book form.

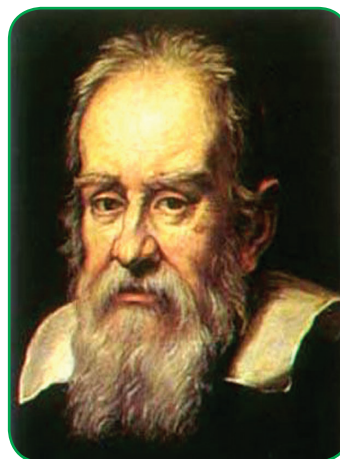


1.10 Copernicus

During Copernicus' time, the Church believed Ptolemy's statement that the sun revolved round the earth.

Later, the German mathematician, Kepler, proved that Copernicus' findings were true.

The Italian astronomer, Galileo Galilei, invented the telescope. He strongly supported Copernicus' argument. Hence the Church had him arrested and subjected to Inquisition (the enquiry Court of the Church). After he recanted his statement and admitted his mistake, he was freed.



1.11 Galileo Galilei

Sir Isaac Newton of England proved that 'Gravity' was the reason for the falling down of objects which had been thrown up in the air.

William Harvey (1478 – 1557) discovered the circulation of blood in the human body. Vesalius, a Belgian scientist, published a valuable book about blood circulation in the body. He was sentenced to death for questioning the beliefs of the church!

Galileo proved through his experiments that when two objects of different weights fall down from the same height, they touch the ground at the same time. He demonstrated the truth of his findings by letting down cannon balls of different weights from the Tower of Pisa.

In this way, the Renaissance influenced the modern society and civilizations in a significant manner.✿

EXERCISES

I. Answer the following in one or two sentences each:

- 1 Where did Renaissance begin?
- 2 What are the two features of the Renaissance?
- 3 How did the printing press inspire the Renaissance?
- 4 What is the modern name of Constantinople?
- 5 Who are the three famous writers of Renaissance period?
- 6 Who wrote the book 'Decameron'?
- 7 Who is William Shakespeare?
- 8 Where is St.Peter's Church?

9 Who are the famous artists of the Renaissance period?

10 Name the two well-known scientists of the Renaissance period.

II Discuss.

Explain the contributions of Renaissance movement to the fields of art, literature and science.



Activity :

Prepare an album by collecting photographs of the architecture, sculpture and paintings of Renaissance period and stick them in a book , along with a description of them.



LESSON 2

RELIGIOUS REFORMATION

Introduction

The Renaissance movement developed the outlook of questioning traditional beliefs and rituals. The attitude that the people had towards religion till then changed. An intense revolution against the Catholic Church began. Consequently, far-reaching religious reformation movements started in 16th Century Europe. In this lesson, the meaning, causes, nature and effects of Reformation have been explained. Further, every reformation movement has been described.

Competencies

- 1 Students learn the meaning of Religious Reformation.
- 2 They understand the causes of reformation.
- 3 They also get to know the role of Martin Luther and the others in reformation movement.
- 4 They understand the meaning of every reformation movement and the role of Ignatius Loyola.
- 5 They learn about the effects of the reformation.



As they came out of the Church after Sunday prayer, Peter and Lily began to ask many questions with great curiosity.

Peter : Father, are there sects in Christianity too?

John : Yes, there are many sects in Christianity. 'Catholic' and 'Protestant' are the two important sects among them.

Peter : What are the reasons for these sects appearing among Christians?

John : During the Middle Ages, many immoral activities were taking place in the Roman Catholic Church. Instead of leading austere, pious lives, the Pope and the clergy were wallowing in luxury.

There were many conflicts between the Kings and the Popes as a result of which respect for the Popes declined in society. The kings could not tolerate the interference of the Popes in political matters. The Popes had sold many positions of the church and accumulated a lot of wealth. This was the reason why John Wycliffe, John Hus, Martin Luther and the others began to reveal, at different periods, the wrongdoings of the church.

John Wycliffe (1324-84): *John Wycliffe is called the 'Morning Star of Religious Reformation'. He was a Professor at Oxford University. He revealed the illegal activities of the church.*

John Hus (1367-1415): *He strongly condemned the immoral activities of the church. The Council (Court of the Church) summoned him and forced him to accept the policies of the Church. Jan Hus replied, "I cannot accept any ideas against my conscience". He was considered a traitor since he had rejected the church and its court, and he was burnt alive at the stake!*

The other important reason for the cracks to appear in the Catholic faith was the sale of 'Letter of Forgiveness'. The Pope, Leo X needed money to reconstruct St. Peter's Church in Rome. To this end, the belief that all those who bought 'sales of indulgences' would be freed of the sin and go to heaven, was cultivated. Martin Luther who understood the hollowness of the claim, questioned why the Pope, if he could take money and wash away the sins of people, did not do it free of cost.

Lily : Who was Martin Luther?

John : Martin Luther was the leader who led the Religious Reformation Movement in Germany. He was a priest at St. Augustine Church.

Martin Luther who witnessed the ostentatious lifestyle of the Pope and the clergy at Rome, rebelled against it. He wrote 95 theses or statements against the sale of indulgences and nailed them on the main door of Wittenburg Church in order to spread awareness among the people.



2.2 Martin Luther

Luther translated the Bible into German, thereby enabling even the common people to read it. He began to use German language in the place of Latin during religious services of the church.

The Pope summoned Luther to Rome with an intention to punish him. However, Luther enjoyed the support of many kings and hence could not be punished. The Catholic Church referred to his followers as 'Protestants' (those who rebelled). Gradually, Protestants emerged as a sect of Christianity and spread all over the world.

Peter : What was the effect of this on the Catholic church?

John : Many doubts began to arise in the minds of the people about the Catholic church. They began to move away from the church. Seeing this, the Roman Catholics realized that there had to be some reforms in their church. Towards this end, a movement to cleanse the Catholic church was started. The other purpose of this movement was to curb the growing influence of the Protestant sect.

Lily : What is 'Counter-Reformation'?

John : The attempts of the Catholic Church to bring about reforms in its internal functioning is called 'Counter Reformation' or 'Catholic Reformation'.

Lily : Who was the leader of the Counter Reformation?

John : Ignatius Loyola was the leader of the Counter Reformation. He established the Jesus Association in 1540.

Ignatius Loyola: *Loyola was a handicapped General of Spain. He saw that the popularity of Protestant Church was increasing whereas that of the Catholic Church was decreasing. Honest and enthusiastic that he was, Loyola decided to change matters in such a way that people regained their faith in Christianity.*



2.3 Ignatius Loyola

The members of the Jesus Association are called Jesuits. Along with spreading their religion, they concentrated on extending educational and health facilities. As a result of their efforts, the Catholic Church regained the trust of the people.

Peter : What were the effects of the religious reformation movement?

John : The followers of Jesus got divided into two sects – Catholics and Protestants. The illegal activities that were being carried out in the name of religion in the Catholic Church ended. In the struggle for power between the Pope and the kings, gradually the kings became more powerful.✿

Activity: Visit a church in your town. Write an essay about the activities there.

////// EXERCISES //////////////

I. Answer the following in one or two sentences each:

- 1 What is 'Sale of Indulgences'?
- 2 Who is Martin Luther?
- 3 Who are Protestants?
- 4 What is 'Counter Reformation'?
- 5 Who established 'Jesus Association'?

II Discuss:

What is the role of Martin Luther in the religious reformation movement?



Activity : Collect more information about these leaders of the religious reformation and counter reformation: John Wycliffe, Ignatius Loyola.



LESSON 3

GEOGRAPHICAL EXPLORATIONS

Introduction

The significance, causes, nature and effects of the geographical explorations that took place in the 15th and 16th centuries have been explained in this lesson.

Competencies

- 1 Students learn about the causes that led to the explorations.
- 2 They also learn about the nature of sea voyages.
- 3 They understand the global impact of the explorations.
- 4 They learn to trace the sea routes on the world map.



Nagaratna : What is meant by 'Geographical Explorations'?

Teacher : Till the 15th Century, the Europeans were not aware of all the places in the world. With the belief that the earth was flat, they carried on trade only upto the coastal areas of Europe. Gradually, their curiosity, desire for trade and adventurous spirit drove them to explore new areas on the earth. These findings are called 'geographical explorations'.

The Church leaders believed that the earth was flat and that there was a steep precipice at the edge of the earth. This was the reason navigators were afraid to undertake sea voyages.

Santosh : What were the reasons for the geographical explorations?

Teacher : The reasons for the geographical explorations were as follows:

- **Attack on the city of Constantinople :** In 1453 A.D., the Turks occupied the city of Constantinople. They brought

in obstacles to the trade of the Europeans that used to take place through this city. Hence, it became imperative for the Europeans to discover a new sea route to the East Asian countries.

- **The reports of Marco Polo :** Marco Polo who had visited the Asian countries of India and China, had reported that Asian countries were very wealthy. His account stimulated the interest of the European traders in geographical explorations.

- **Demand for Asian goods :** There was a great demand for Asian goods and spices in Europe.

The Indian products that were in demand in Europe were saffron, saguvani (teak), cotton textiles, tamarind, black pepper, cloves, cinnamon, sandal, musk (kasturi), cardamom and nutmeg .

- **Scientific inventions :** The new scientific inventions of compass, astrolabs and huge ships called caravel proved to be a boon to the navigators engaged in sea voyages.



3.1 compass



3.2 astrolabe

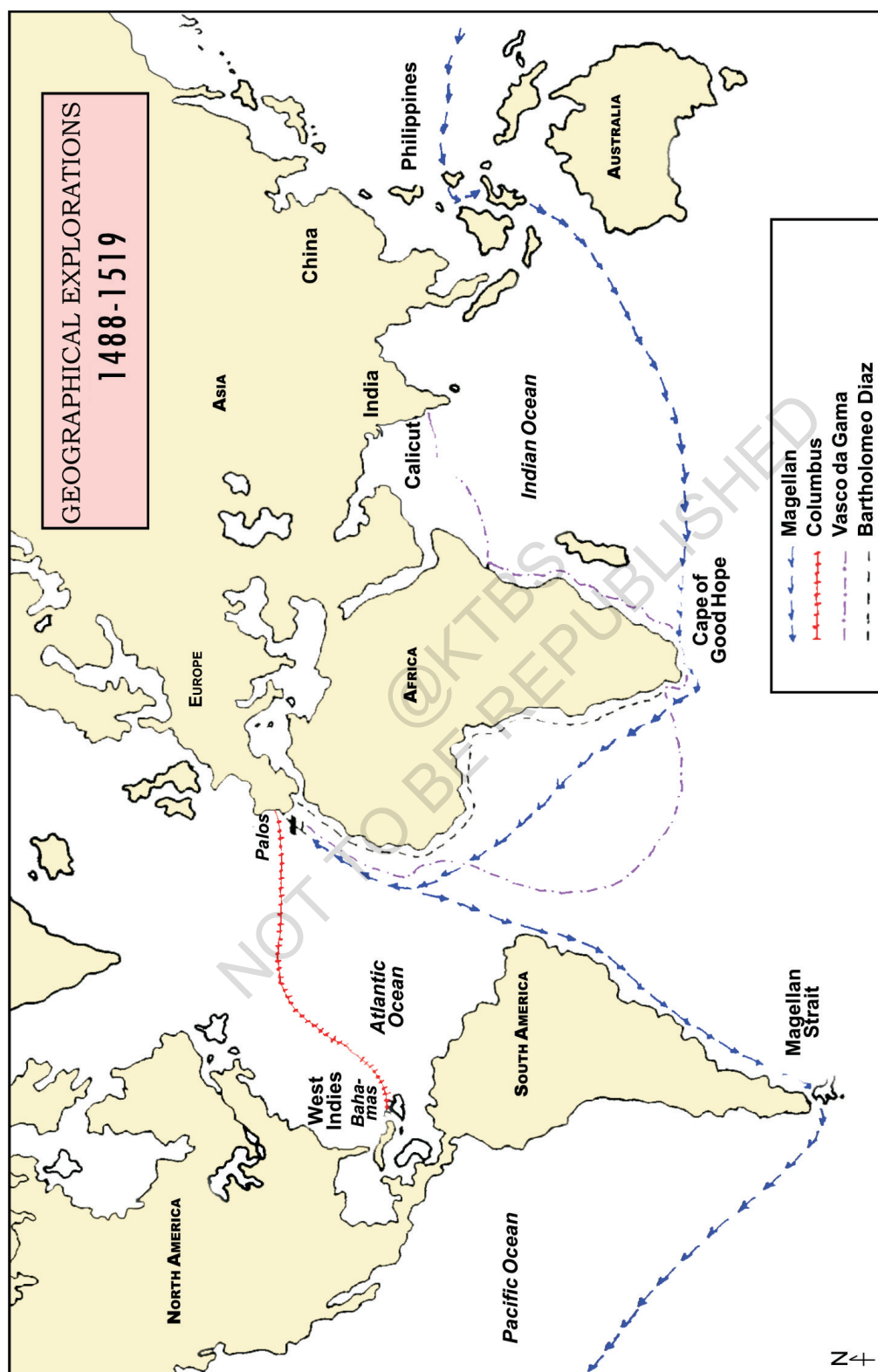


3.3 huge ships

Activity: Learn how the compass and astrolabe proved to be a boon to navigators.

- **Religious motivation :** The Christian missionaries started looking towards Asia and Africa for the propagation of their religion.

Jahanara : Who was the first navigator to undertake a sea voyage?



Map-1 Geographical Explorations

Teacher : The Portuguese were the first to undertake sea voyages. It was the Portuguese Prince, Henry's ambition to find out a sea route to India and China. He established a navy school for the purpose. Hence, he was popularly known as 'Henry the Navigator'. His encouragement provided a stimulus for explorations.

Henry was the founder of the 'School for Navigators'. Every year, students of this school used to go on a voyage along the west coast of Africa. By the early part of the 16th Century, sailors had gathered sufficient information about winds, waves and sea tides. Many important European sailors, astronomers and geologists were engaged in compiling information for this school.

Ramesh : Which are the areas discovered by the navigators?

Teacher : • The Portuguese sailor, Bartholomeo Diaz, undertook a voyage under royal patronage and reached the southern tip (Cape) of Africa in 1488. His ships were hit by powerful winds in that area. So he named that area 'Cape of Storm'. However, since this voyage had raised the expectations for future voyages, King John II named the southern tip of Africa 'Cape of Good Hope'.

• **Vasco da Gama** : Another Portuguese sailor, Vasco da Gama, started on the route established by Bartholomeo Diaz and reached the 'Cape of Good Hope'. From there, he reached Melindi island on the east coast of Africa. With the help of a Gujarati trader there, he crossed the Arabian Sea and the Indian Ocean, and reached Calicut on the west coast of India in 1498. In this manner, a new sea route



3.4 Vasco da Gama

to India was discovered. On his return journey, Vasco da Gama took goods worth 60 times the cost of his sea voyage.

The place Vasco da Gama actually arrived at was 'Kappad', around 10 kilometers away from Calicut. At that time, the Zamorin kings used to rule Calicut.



3.5

Christopher Columbus

- The Spanish navigator, Christopher Columbus, undertook a sea voyage towards the west with the firm belief that 'the earth was round'. He took the help of the Spanish king, Ferdinand and Queen Isabella for this purpose. He crossed the Atlantic Ocean and reached the Bahama islands. He thought that area was 'India' and so referred to the people there as 'Red

Indians'. Actually, the place was a group of islands called the West Indies. The surprising fact about this discovery is that Columbus was not aware till his death that he had discovered a new place on the earth.

Christopher Columbus : He had the ambition of reaching India by sailing towards the west and crossing the Atlantic Ocean. In August 1492, Columbus started his sea voyage towards the Atlantic Ocean from the Paulos Harbour with 88 sailors on board three ships. Although he sailed for around two months, he could not sight land. His sailors began to rebel against him. Columbus motivated them to sail further by declaring that the sailor who first sighted land in the next three days would be given a special prize along with one year's salary. Encouraged by this promise, the sailors continued their journey, and on 12th October 1492, sighted land in the morning.

• **Discovery of South America :** A Portuguese fleet under the leadership of Captain Pedro Cabral started on a voyage towards India. On the way, heavy winds attacked the ships and they lost their way and, drifting towards the west, reached the eastern coast of South America. In this manner, the country Brazil in South America was discovered by Cabral.

Amerigo Vespucci of Italy followed the same route as Columbus and reached the continent of South America. He declared that the land Columbus had discovered was not India but the 'New World'. Therefore, the German Geographer Martin Wald Simuller suggested that the new world should be named 'America' after Amerigo Vespucci. His suggestion was approved and implemented.

• **Ferdinand Magellan :** Ferdinand Magellan was an adventurous Portuguese navigator. The credit for being the first to circumnavigate the world goes to him. Magellan started from Spain with 5 ships, touched the southern tip of South America, crossed the Pacific Ocean and reached Philippines. However, he was killed in the skirmish that took place there with the natives. The followers returned to Spain on a ship named 'Victoria' under the captaincy of 'Sebastian Delcano'. The result of their adventure was that people came to believe that the earth was round.



3.6 Ferdinand Magellan

Ferdinand Magellan believed that the earth was round. He desired to travel towards the west and discover a route to the eastern countries. He started his journey from Spain in 1519 September with 267 people on board five ships. He travelled across the Atlantic Ocean and, after crossing the narrow strait in the south of South America, he entered a tranquil ocean. The strait that he crossed came to be called 'Magellan Strait' and the ocean came to be known as 'Pacific Ocean'.

Some of Magellan's companions died. Some others died during the clashes with the natives. The rest of the crew returned to Spain in 1522 on a ship named 'Victoria'. Thus 'Victoria' can be called the first ship that completed a circumnavigation of the whole earth.

Michael : What were the effects of the geographical discoveries?

Teacher : The geographical discoveries had a strong influence on not just European civilization but also the people and culture of Asia, Africa and America.

- **Expansion of Trade** : The Europeans converted the newly discovered lands into their commercial colonies. As a result, global trade expanded widely. Asian goods captured a huge market in Europe. The profit gained from all these commercial activities went to the Europeans.

- **Slave Trade** : The Europeans made the natives of West Indies, Mexico, Peru and Brazil their slaves. Gradually, they started selling slaves like goods. This 'slave trade' became inhuman over a period of time. The slaves were made to toil without respite and were treated cruelly.

- **Christian missionaries** : The Christian missionaries actively engaged in converting the natives of the new-found lands into Christianity. Thus the missionaries indirectly helped in expansion of colonialism.

- **Political effect** : Severe competition arose among the European countries for the control of colonies and their wealth. The European countries established their colonies in the continents of Asia, Africa and America.♣

‘Colonisation’ means the political and economic control that one country exercises over another country. For ex: India was colonized by England in the pre-independent era.

Important dates:

1488: Bartholomeo Diaz reached the southern tip of Africa

1498: Vasco da Gama reached Calicut.

1492: Columbus reached America.

1519 – 1522: Magellan’s circumnavigation.

EXERCISES

I Answer the following in one word or sentence each:

- 1 Who is Marco Polo?
- 2 Who referred to the southern tip of Africa as ‘Cape of Storm’?
- 3 What name did Columbus give to the natives of America?
- 4 Which was the ship that first circumnavigated the earth?
5. Which sailor’s voyage proved that the earth was round?

Discuss:

Discuss with your friends the effects of geographical discoveries.



Activity: 1. Collect more information about the important navigators who discovered new lands.

2. Read B.G.L.Swamy’s book ‘South America in our stomach’, and make a list of the fruits and vegetables introduced by the Europeans to India.

LESSON 4

THE ADVENT OF EUROPEANS TO INDIA

Introduction

Why did the Europeans come to India? What were their activities in the beginning? How was it possible for only the British, among all the Europeans, to settle down in India? What were its effects? Answers to all these questions have been provided in this lesson.

Competencies

- 1 Students learn about the initial activities of the Europeans.
- 2 They learn about the clashes that took place among the Europeans in India.
- 3 They understand the factors that enabled the British to settle down in India.
- 4 They identify the places on the Indian map where European trade took place.



Seeing the teacher write in big letters on the board 'The Advent of Europeans to India', Ramu asked:.

Ramu : Who are the Europeans? Why did they come to India?

Teacher : The people of different countries of Europe are called Europeans. For ex: the British, French, Portuguese, Dutch, Italians, Germans etc. Some among them came to India to carry on trade.

Rahim : Who was the first among the Europeans to come to India?

Teacher : The Portuguese were the first Europeans to come to India. The King of Calicut, Zamorin, gave permission to the Portuguese sailor, Vasco da Gama, to carry on trade. Albuquerque came

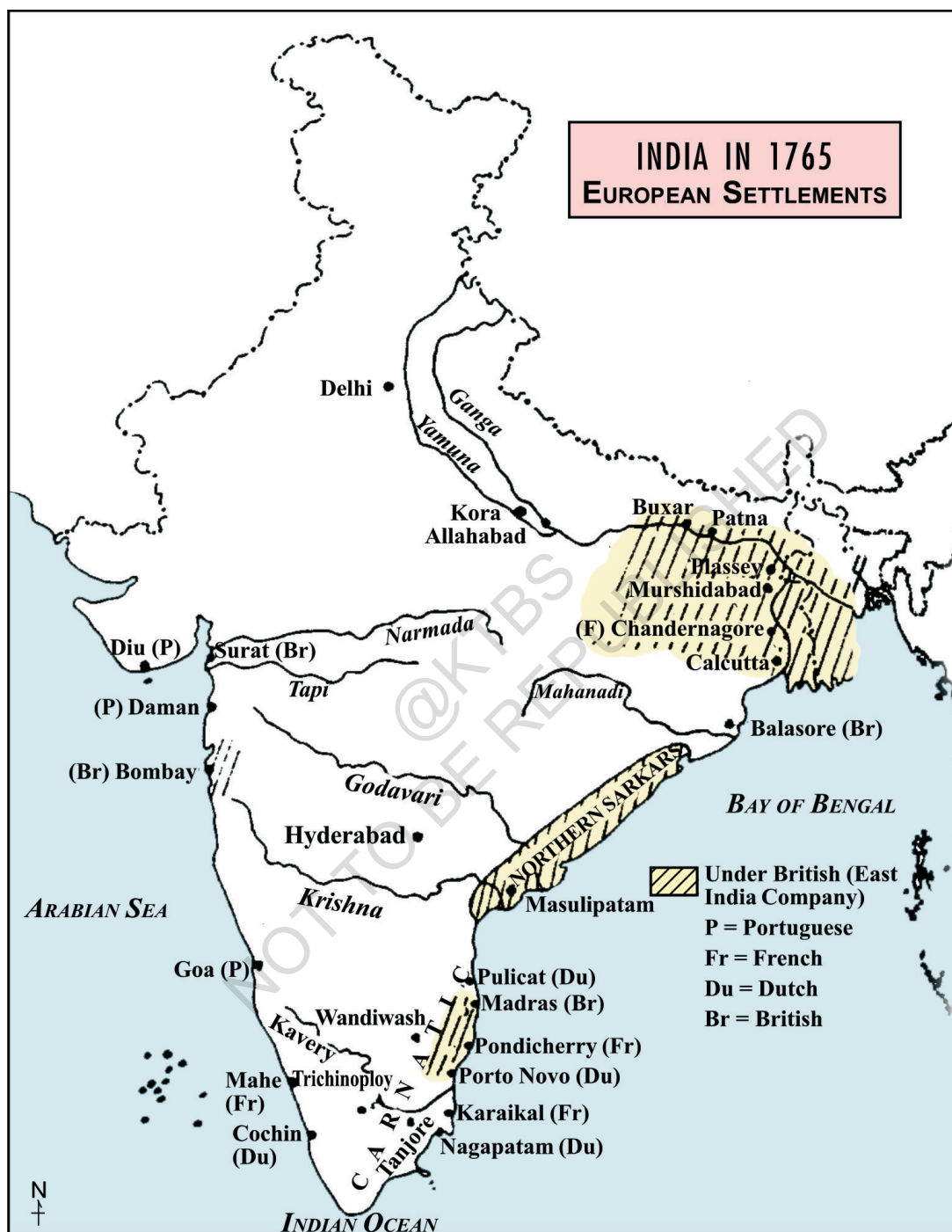
to India in 1509 as the first Governor of the Portuguese. His goal was to establish Portuguese power in India. He seized the rich Goa port from the Vijayapura sultan. His administration was faulty because people of different religions were being tortured. The governors who succeeded Albuquerque established colonies in Diu, Daman, Salsette, Bessein, Chaul, Mumbai, San Thome and Hoogly of Bengal.

Sangeeta : What were the reasons for the decline of the Portuguese?

Teacher : The Dutch and the British possessed a strong naval force and were thus, powerful rivals of the Portuguese. The Portuguese government officials became corrupt and disloyal. Slowly, the government deteriorated. Bigotry was the main reason for the decline of the Portuguese. They forcibly converted people of different religions into Christianity. Besides, the collapse of the Vijayanagar Empire with whom the Portuguese had good relations, led to the decrease in trade. All these are the factors which led to the decline of the Portuguese power in India.

The Portuguese were the first Europeans to arrive in India and the last to leave it. Only Goa, Diu and Daman remained with the Portuguese till the end. Although the British rule ended in 1947, the Portuguese did not vacate our land. The Indians in Goa fought in a non-violent manner for Goa's liberation. But they were subjected to merciless torture. Finally, in 1961, the Indian military force succeeded in driving out the Portuguese and liberating Goa.

Asha : In which areas in India did the Dutch have their trade centres?



Map 4.1 - The trade centres of the Europeans in India

Teacher : The Dutch who were from Holland (the Netherlands) had their trade centres in Agra, Machalipatnam, Surat, Karaikal, Patna, Nagapatna, Kochi etc. The Dutch clashed with the British. But the British defeated them. With this, trade relations in India between the Dutch and the British came to an end.

Mumtaz : Which were the places in India where the British had established their trade centres?

Teacher : The English merchants desired to have trade with the eastern countries and formed 'The British East India Company'. With the permission of Queen Elizabeth in 1600, they began their trade relations with India. In the beginning, the ships of the East India Company docked at Surat harbour. After securing the approval of the Moghul Emperor, Jehangir, they set up trade centres in Surat, Agra, Ahmedabad and Broach. Later, they started business establishments in Madras, Calcutta and Mumbai.

As the time passed, the profits of the Company increased considerably. The British merchants obtained the permission from the weak Moghul emperor to carry on trade without having to pay tax (this practice is called 'Dastak') in the Bengal Province (modern-day Bengal, Bihar and Orissa) and Surat. Soon these merchants grew more powerful than the native merchants.

With an intention to increase their power, the British constructed forts around their residential areas. They employed soldiers to protect these forts, and stocked gunpowder too. Very soon, the British military power became greater than that of the Indian kings.

Mary : Who were the last to come for trade to India? In which areas did they have their trade centres?

Teacher : The French were the last among the Europeans to come to India for trade. They established the French East India Company in 1664 and started their trade centres in Surat, Pondicherry, Machalipatnam, Calicut, Mahe, Karaikal and Chandranagar.

Within a very short time, political clashes began between the British and the French. Who emerged victorious? What was the impact of this on Indian history? Let us learn about this in the next lesson. ❁

////// EXERCISES //

I Answer the following in one or two sentences each:

- 1 Who were the Europeans to sail first to India for trade?
- 2 Which were the trade centres of the Portuguese in India?
- 3 Which was the British trade organization to come to India?
- 4 What is meant by 'Dastak'?

Activity :



Draw a map of India and mark the places of early European settlement




**LESSON
5****INDIA IN THE 18TH CENTURY
(1707 – 1757)****Introduction**

The 18th Century was a period of transition in Indian history. India underwent many significant political, economic, social and cultural changes. Politically, with the Moghuls becoming weak, local political groups began to reassert themselves and expand their area of influence. The Marathas, Hyder Ali, Tippu, the Sikhs etc. came forward to establish themselves. However, the British exploited the selfishness of the native kings for their own benefit and humbled them. Economically, the British brought into force many far-reaching, negative policies like permanent land ownership, mahalvari and peasantry laws and began to suppress India. To sum up, this was a period which witnessed many conflicts.

Competencies

- 1 Students learn about the nature of the political transitory period in India.
- 2 They are able to make a list of the factors that led to the decline of the Moghuls and the supremacy of the Marathas.
- 3 They understand the reasons and the effects of the Battle of Plassey that laid a firm foundation for the establishment of the British Empire in India, and the background of the Carnatic wars.

 The 18th century was a period of significant changes in Indian history. After Aurangzeb (1707), the Moghul Empire declined rapidly. The reasons for the Moghul decline are as follows: The kings who succeeded Aurangzeb were weak and led a life of pleasure. The Persian king, Nadir Shah, mounted a severe attack on the Moghul Empire and returned to his country with their wealth (1739). Among the objects that

he looted were the famed Peacock throne and the extremely precious Kohinoor diamond. In the same way, even the attack by Ahmed Shah Abdali left the empire poorer. As a result of these events, the Moghul Empire could never recover its lost power.

Activity: *Where did the Moghuls get the Kohinoor diamond? Into whose hands did it pass from Nadir Shah? Where is it now? With the help of your teacher, answers all these questions and collect pictures of the Kohinoor diamond.*

The Supremacy of the Marathas in India

Shivaji was the founder of the Maratha Empire. He succeeded in establishing an independent alternative kingdom when the Moghul Empire and the Bahamani Kingdoms were at the height of glory. He was assisted in the efficient administration of his kingdom by eight ministers known as the 'Ashta Pradhans'. Peshwa was the most prominent among them.

Historians are known to identify the 18th Century as the 'Era of Maratha Supremacy'. During this period, under the leadership of the Peshwas, the Marathas emerged as a strong political and military power of India.

The Prime Minister of the Maratha king is known as the Peshwa. Since the kings were weak, the Peshwas themselves carried on the administration. Seven Peshwas ruled over the Deccan and some areas of North India for around 100 years. (1713 – 1818)

Three are important among the Maratha Peshwas:

- **Balaji Vishwanath (1713 – 20) :** He signed a treaty with the Moghul Emperor. As a result, he earned the right to levy taxes known as chauth and sardeshmukhi in six subhangas (areas) of the Deccan.

- **Baji Rao I (1720 – 40):** Baji Rao was a young man of 20 years when he came to power. He was strong and shrewd at politics. He took advantage of the political instability of the Moghul Empire and embarked upon a plan to build a huge empire in India. Initially, he captured Hyderabad, and later Malwa, Gujarat and Bundelkhand.

The most important achievement of Baji Rao was marching with his army to North India and attacking Delhi. He came to be hailed as 'Shivaji II'. He declared that his goal was 'Hindu Paadapadashahi' (establishing a Hindu empire).

- **Balaji Baji Rao (1740 – 61) :** He attempted to expand the Maratha Empire not only in South India but also North India. The Maratha army was successful in invading Punjab in the north-west. He captured Orissa in the east and some areas of Tamil Nadu in the south. In this manner, the Marathas ruled as a prominent political force in India.



5.1 Balaji Baji Rao

The Marathas who were engaged in expansion of their kingdom in North India, had to confront the Afghan invader, Ahmad Shah Abdali. In 1761, (on 14th October), a decisive battle took place between them. This is called the Third Battle of Panipat. As a result of this war, the military strength of the Marathas decreased. The weakening of the Marathas gave an opportunity to the British merchants to increase their political influence in India.

THE CARNATIC WARS (1746 – 63)

‘Carnatic’ was a province of the Moghul Empire. The Europeans referred to the Coromandel coast (modern-day coastal areas of Tamil Nadu and Andhra Pradesh) and its hinterland as ‘Carnatic’.

The competition between the British and the French to gain control over South Indian trade soon led to battles between them. The three battles between them took place in Carnatic. Hence these battles are recognized by historians as ‘the Carnatic Wars’.

Causes for the war : Arcot (Tamil Nadu) was the capital of Carnatic. After the demise of the Nawab of Arcot, disputes arose between Chand Saheb and Mohammad Ali about the succession to the throne. Chand Saheb requested the help of the French whereas Mohammed Ali appealed to the British for help. Thus the British and the French entered the fray. Their own far-sighted political aspirations were the reason for their entry.

Clever Robert Clive was the leader of the British army. Ambitious Governor Dupleix led the French army. Finally, the British won the Third Carnatic war. Consequently, politically, the French were relegated to the background.

The French were victorious in the First Carnatic war. It ended with the signing of the treaty ‘Aix-la-chapelle’.

By the end of the Second Carnatic war, the British retained their stronghold in Arcot, and the French in Hyderabad.

Reasons for the defeat of the French:

- The French neglected trade and showed more interest in politics. On the other hand, the British focused on trade, and in order to protect their interests in trade, they entered politics.

- The British naval force was stronger than the French naval force.
- The British officials co-operated with one another, and paid more attention to the interests of their Company. The French officials quarrelled among themselves and refused to co-operate with one another.



5.2 Dupleix

- The British East India Company was under private ownership, whereas the French East India Company was under government control.

THE BEGINNING OF BRITISH ADMINISTRATION IN BENGAL

The British, who emerged as a political force in South India through the Carnatic wars, established their administration in Bengal too. Bengal was a province of the Moghul Empire. Its provincial officer, Alivardi Khan, became independent when the Moghul Empire started declining. His successor, Siraj-Ud-Daula became the Nawab of Bengal.



5.3 Siraj-Ud-Daula

Since Nawab Siraj was a very young man, the British ignored him, and without obtaining his permission, they strengthened the Fort at Port William. Besides, they abused the tax concessions on business. The Nawab concluded that the British had flouted his rules and were plotting with his enemies against him. Enraged, he took control of the British warehouses. This later led to the Battle of Plassey.

Battle of Plassey (1757) : Learning about the attack by Siraj-ud-Daula, the Company officials at Madras sent an army under the leadership of Robert Clive to Calcutta. Grasping the situation at Bengal, Clive hatched a plot against the Nawab. He tempted Siraj's General, Mir Jafar, with the offer of Nawabhood, and arrived at a secret agreement.



5.4 Robert Clive



5.5 Mir Jafar

The Nawab's General, Mir Jafar, came to an agreement with the intention of becoming the Nawab. As per the agreement, he was to give 175 lakh rupees to the British as soon as he became the Nawab. Aminchand, a merchant, was the mediator in this shady deal.

A battle took place in 1757 at Plassey between the British and Siraj-ud-Daula. Mir Jafar supported the British during the war. Finally, Siraj-ud-Daula was defeated and killed. Due to Mir Jafar's betrayal, the British became victorious.

Consequences:

With the help of the British, Mir Jafar became the Nawab of Bengal. However, he remained only a puppet in the hands of the British. The Company amassed lot of wealth and gained zamindari rights over 24 Paraganas. This was the first area to be grabbed by the Company in India. The Battle of Plassey

paved the way for the Battle of Buxar. The English, who had come as merchants, suddenly gained the authority to carry on administration over the land. The victory at Plassey led to the establishment of the British Empire in India. ❀

Important Dates:

- 1711-1761 - The period of Maratha supremacy in India
- 1739 - The year Nadir Shah attacked the Moghul Empire
- 1757 - Battle of Plassey
- 1761 - Third Battle of Panipat

EXERCISES

I Answer the following in one or two sentences each:

- 1 Which century is called 'The Era of Maratha Supremacy' by historians?
- 2 Between whom did the Third Battle of Panipat take place?
- 3 Who finally won the Carnatic wars?
- 4 Between whom did the Battle of Plassey take place?

II Answer the following in two or three sentences each:

- 1 Mention the achievements of Peshwa Baji Rao I.
- 2 What were the causes for the Battle of Plassey?
- 3 Why is the Battle of Plassey significant?



Activity: Collect more information about Robert Clive and Dupleix.



LESSON 6


THE GROWTH OF BRITISH SUPREMACY (1758 – 1856)

Introduction

The main topic of this lesson is the manner in which the British emerged as a political and economic power in the period 1758 – 1856 in India. Towards this end, the decisive battle of Buxar, Attainment of Diwani Right, Anglo-Mysuru, Anglo-Sikh and Anglo-Maratha wars have been explained. The 'Doctrine of Subsidiary Alliance' and the 'Doctrine of Lapse' have been revealed to be the cunning schemes of the British. This lesson gives the background to the reason why the Indians, fed up with the British, revolted in 1857 against them.

Competencies

1. Students learn about the political and economic aspects of the attainment of Diwani rights.
- 2 They learn about the consequences of the Mysuru, Sikh and Maratha wars.
- 3 They understand the cunningness behind two important policies of Wellesley and Dalhousie.
- 4 They identify on the India map and compare the areas under British control in 1805 and 1856.

 The East India Company appointed Robert Clive as the Governor of Bengal (1758). Credit goes to him for laying the foundation for British supremacy in India. When Clive returned to his native country after two years in India, he had become immensely rich through his ill-gotten wealth.

The Maladministration of the British

After Clive's departure, the Company employees involved themselves in private trade more than before and earned huge profits. There was no end to their greed.

The Company workers including the British Governor, were corrupt. The common people were frustrated with the maladministration. A British historian has described this period as 'the period of open and shameless looting'. Hence the prosperity of Bengal started to decline very fast.

The British soon realized that they wouldn't get money or wealth from Nawab Mir Jafar anymore. Therefore, they dethroned him and brought his son-in-law Mir Qasim to the throne. In return, Mir Qasim gave the zamindari rights of three districts to the British.

Battle of Buxar (1764) – Causes and Results

Mir Qasim was an independent-minded man. He noticed that the British were abusing 'dastak' and hence abolished the tax on all trades in Bengal. Furious at this, the British removed him from the post of Nawab. With an intention to take revenge on them, Mir Qasim formed a military alliance with the Nawab of Oudh and the Moghul king. The British defeated this alliance in the battle that took place at Buxar. After their victory, the British became more powerful. The weakened Moghul king sought refuge with the British.

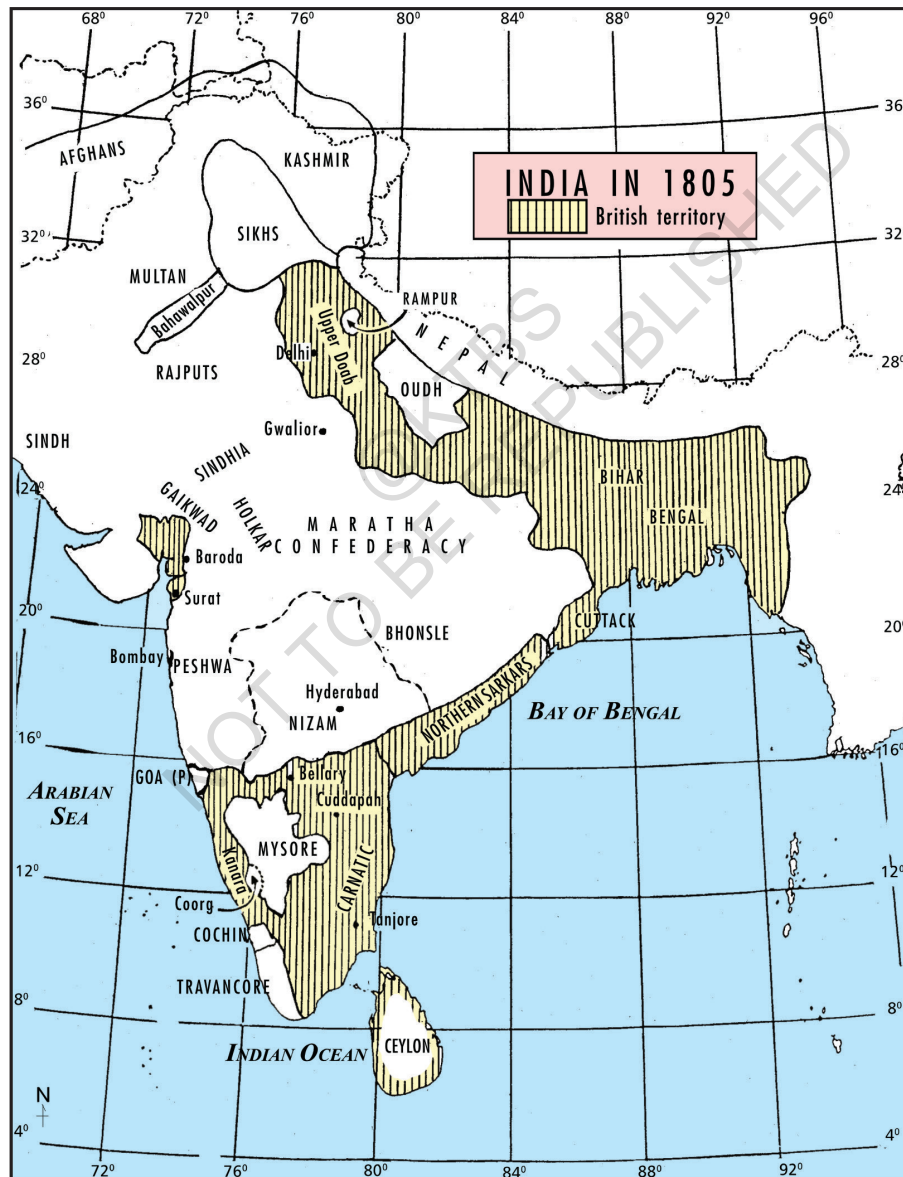
'Dastak' was the special pass given to the British merchants to carry on trade without paying tax..

Attainment of Diwani Rights (1765)

In order to set right the affairs of the Company, the British government sent Clive to India again as Governor. As soon as he came here, Clive set about making the Company's authority legitimate, and entered into an agreement with Shah Alam II (1765). According to the agreement, it was decided that the Company had to pay 26 lakh rupees to the Moghul King. In return, the British obtained 'Diwani' rights in the provinces of Bengal (along with Assam), Bihar and Orissa. 'Diwani' means the right to collect land tax.

Effect of Diwani

Through the Diwani right, the East India Company acquired official sovereignty in Bengal. It also gained freedom in matters of levying and collecting taxes. As a result, Bengal was subjected to severe economic exploitation. The Company collected millions of rupees in the form of land tax and filled its coffers.



6.1 Areas under British control 1805

Robert Clive returned to England in 1767. Maladministration was being carried on in Bengal. At this time, a terrible famine struck the land. Around one third of the population of Bengal succumbed to hunger! Taking advantage of this situation, the Company bought all the rice in the market, sold it at maximum price and gained enormous profit. This was the other face of British economic exploitation.

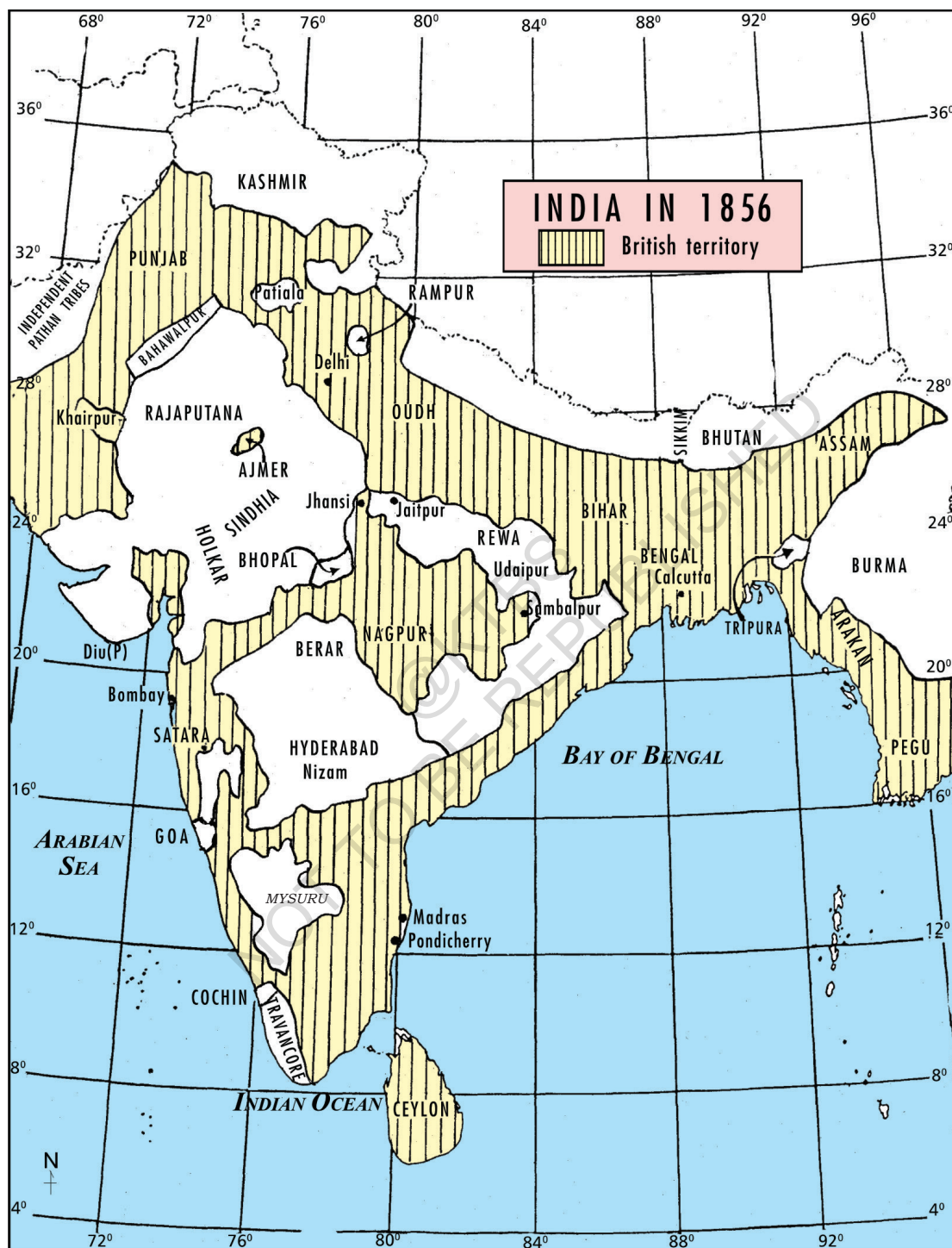
Regulating Act (1773)

The British officials working in the East India Company began to misappropriate money of the Company. In order to put an end to this, the British government decided to properly regulate the activities of the Company and keep it under control. In this direction, the British Parliament passed the 'Regulating Act'. According to this law, Warren Hastings got appointed as the First Governor General. After him, more than 20 people carried on the administration in the post of Governor General. During this period, the British converted Calcutta into their centre of power and took control of the activities of the provincial governments.

In order to correct the defects of the Regulating Act, the British Government enacted Pitts India Act in 1784.

• Anglo-Mysuru Wars (1767 – 1799)

In 6th standard, you have learnt about the four wars that Hyder Ali and Tippu Sultan waged against the British. As a consequence of these wars, the British captured the kingdom belonging to Tippu and divided it into four divisions. The British kept one division for themselves. They gave one division to the Nizam, another to the Marathas and the fourth division to the Mysuru Wodiyar family to look after. Due to this, the strength of the British in South India gradually improved.



Map 6.2 Areas under British control

***Anglo-Maratha Wars (1775 – 1818)**

The Marathas who were defeated in the Third battle of Panipat, soon recovered. However, within a short time, internecine disputes erupted. Seeing this, the British tried to take advantage of the situation in many cunning ways. In addition, they fought three wars with the Marathas. These wars are called Anglo-Maratha wars. Ultimately, Peshwa surrendered to the British. As a result of the wars, all the areas belonging to the Marathas came into the possession of the British. The British abolished the post of Peshwa.

• Anglo-Sikh Wars

There were many sects among the Sikhs in the later part of the 18th century. Those sects were called 'misal'. An adventurous youth named Ranjit Singh was the leader of one misal. At the age of 18, he became the king of Lahore (Punjab). Credit goes to him for bringing together all the Sikhs and transforming them into a strong political force. He ruled Punjab for over four decades. He is one of the memorable kings of modern India



6.2 Ranjit Singh

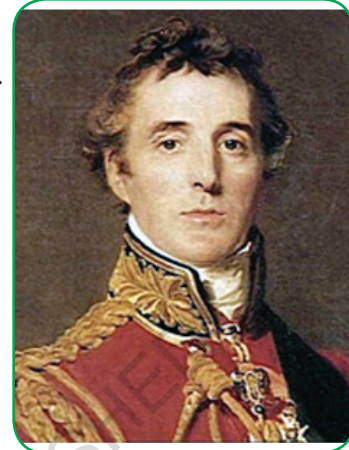
After the death of Ranjit Singh (1839), political turmoil surfaced in the state. The British were waiting for a time like this. Four battles were fought between the Sikhs and the English. Ultimately the Sikhs lost and Punjab came under British rule in 1849.

The Afghan king had taken political patronage from Ranjit Singh and had gifted the Kohinoor diamond to Ranjit Singh..

THE CUNNING BRITISH POLICIES

• Doctrine of Subsidiary Alliance

Lord Wellesley (1799 – 1805) made a plan to establish the supreme power of British in India. He encouraged the kings to engage British army support to avoid possible danger of attack from the neighbouring kings. In this direction, some of the kings were forced to take support. These kings had to retain the British army in their kingdoms and pay for their expenses in cash, failing which they had to transfer a portion of land to the British. The British called this 'Doctrine of Subsidiary Alliance'.



6.3 Lord Wellesley

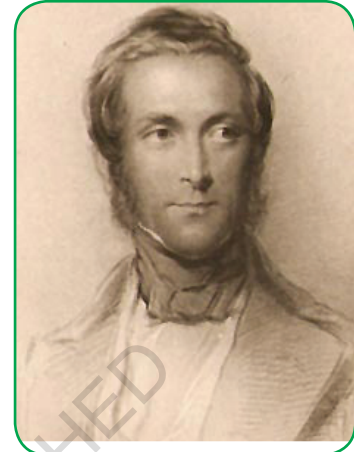
• The effects of Doctrine of Subsidiary Alliance

- The massive burden of military expenses weakened the financial position of the kingdoms.
- The British took large areas of land under their control. The kings who agreed to this system came indirectly under the British control.
- The state agreeing to this system lost their sovereignty.

• Doctrine of Lapse policy

The Governor General Lord Dalhousie (1848 – 1856) brought into force a peculiar rule. Any Indian king who had no descendants lost the kingdom, since adopted children were denied the right to the throne. Consequently, many kingdoms

which did not have royal descendants, came under British control. This rule was against the ancient traditions of India. As a result of this cunning Act, Audh, Satara, Nagpur, Jhansi and other eleven states directly became British property. In effect, by the time of Dalhousie's return to England in 1856, Two Thirds of the Indian sub-continent was under the British rule.



6.4 Lord Dalhousie

In India, the British victory was due to practical political sense and might of their military. This was supplemented by the infighting among the local kings. Interests of people of India were never in the mind of the British. Earning enormous wealth and exercising authority were foremost in their minds. As a result of this, the frustrated people revolted in 1857❖

Important dates:

1764	:	Battle of Buxar
1765	:	Attainment of Diwani Rights
1799-1805	:	Wellesley's Administration – Doctrine of Subsidiary Alliance
1848	:	Dalhousie's Administration – Doctrine of Lapse policy

EXERCISES

I Answer the following in one or two sentences each.

- 1 Between whom was the Battle of Buxar fought?
- 2 What is meant by 'Diwani' right?
- 3 Who is Ranjit Singh?
- 4 Who brought into force the 'Doctrine of Subsidiary Alliance'?

II Answer the following in two or three sentences each:

- 1 How did the British obtain Diwani right? What were its effects?
- 2 What are the effects of the Doctrine of Subsidiary Alliance?
- 3 Why was the 'Doctrine of Lapse' policy unjust?



**LESSON
7****THE CONSEQUENCES OF BRITISH
RULE*****Introduction***

The British East India Company remained a trading company from 1600 to 1757. The British who came to India with trading interests slowly developed political interests. Initially, they kept on appealing to various political powers and improving their trade. Subsequently, they started using military might in place of appeals and requests. As a result, they became politically mighty. They framed far-sighted plans to win over the Indians intellectually. To achieve their political dreams, they used administrative reforms as a tool. They implemented various laws in political, economic and social spheres. Protecting their multiple interests was their objective. They called these rules 'reforms'. Initially, Indians believed them. If there were any good effects in the Indian society due to their so-called reforms, it can be considered accidental. In this lesson, reforms related to six fields have been discussed. Administration, judiciary, revenue, English language, trade and commerce are the six areas.

Competencies

1. Students learn about the various reforms brought into effect by the British Governor Generals and the Viceroys.
2. They get to know about the reforms in Civil services, military forces, police department and the judiciary system.
3. They learn about the advantages and disadvantages of the rules in revenue system like Permanent Land ownership system, mahalvari system and peasantry system.
4. They get information about the system of English education that came to India.
5. They make a list of the influences brought about by trade and industry.
6. They learn about the rules brought into practice in order to abolish inhuman practices of the society

1 ADMINISTRATION



The pillars of British rule in India were the Civil Service, Military force and Police system. Let us look at each in detail.

1 Civil Service

The East India Company had its own work force to look after its administration. The workers earned, besides their salary, huge amount of money through trading. As the British Empire grew, their workers got opportunities in administrative jobs in addition to trading.

Lord Cornwallis was the first Governor General who attempted to divide the public services into different branches and call it Civil Service.

Lord Cornwallis believed that the low salary of the workers was the reason for bribery and corruption. Hence, he increased their salary and banned receiving bribes. In addition, he introduced promotions based on seniority in service.

Lord Wellesley started a college at Calcutta for providing education and training to officers. Earlier, the Company directors used to appoint the Company officials. Later, the Government started appointing the officials through competitive examinations like the I.C.S. These competitive examinations were being conducted only in England.

I.C.S. means the Indian Civil Service. It was equivalent to the present I.A.S. (Indian Administrative Service).

The Congress Party had been demanding that the competitive examinations should be held simultaneously in England and India, and also more number of Indians should be employed in the Civil Services. Gradually, these demands were also fulfilled.

Ravindranath Tagore's brother, Sathyendranath Tagore was the first Indian to pass the ICS . (Indian Civil Service) Exam in the year 1863

The Civil Service sector played a dominant role in ensuring that the British ruled India for a long period of time. Actually, it was this section that was responsible for the implementation of various administrative rules. It was a very powerful lobby and had considerable influence on the government policies. This was the section which viewed the Indians with contempt. It opposed the progressive philosophies that arose during the freedom struggle.

Today the Union and State Public Service Commissions select employees through competitive examinations

2 Military Administration

The military was like the second pillar of British rule in India. The main objectives of the military were to attack and occupy various kingdoms in India, suppress internal revolts and expand the British Empire in Asia and Africa.

The military had a majority of Indians. In 1857, of the 3,11,400 soldiers, 2,65,900 were Indians. The condition of the Indians in the army was pathetic. They were permitted to occupy positions only upto Subedar level. They were employed through agents from Uttar Pradesh and Bihar. Indian soldiers had to work under European officers. The British soldiers were never ready to work under Indian officers. The highest level an Indian soldier could achieve was that of Subedar.

All the officials of the military were the British. A school called Indian Military Academy was set up in Dehradun.

3 Police System

The third pillar of British rule was the police system. Lord Cornwallis had established a police force to maintain law and order. Towards this end, all areas under the British administration were divided into Circles and a police station was established in each Circle.

The British used the police force to subjugate Indians. The Indian police tortured the Indians just to prove their loyalty to the British. There were many Indians who lost their lives due to torture in police custody. The same police force was also used later to suppress the freedom struggle. After 1861, the British government brought many major changes in the police system. The foremost reason for this was the Indian War of Independence in 1857.

2 JUDICIARY

Before the British set up the judiciary in India, justice was being dispensed in village panchayats. The Patel and Shanbhogs used to take part in the judicial process. The British brought the European model of judiciary in place of this system. Courts were established in every district to provide justice effectively. High courts were set up in Calcutta, Bombay and Madras. In the year 1774, the first Supreme Court was established in Calcutta by Warren Hastings.

The Macaulay committee wrote the first draft of the Indian Criminal Code. Based on that, Civil Procedure Code and Criminal Procedure Code were brought into force. Civil courts were called 'Diwani Adalats' and criminal courts were called 'Fauji Adalats.'

Activity: Learn more about the Civil Procedure and the Criminal Procedure Codes.

In the judiciary that was brought into practice in India, there was a lot of discrimination between Indians and Europeans. In the British judiciary system, there was intolerance to colour. The British had the higher posts in the judiciary. In the lower courts called munsiff and amins, Indian judges were appointed. This was the highest post Indians could occupy.

3 LAND TAX SYSTEM

This system came into force to ensure that a fixed amount of revenue filled the treasuries consistently. Besides, in order to meet the expenditure incurred due to wars in India, exorbitant salary paid to British officers and to meet other objectives, the British needed lot of revenue. Hence, they resorted to collect of huge amount of money as land tax from the farmers.

During his tenure, Warren Hastings introduced auction system to collect revenue. During auction time, although landlords fought among themselves to pay more tax, later on they invariably failed to make the payment. Thus, there were a lot of irregularities in the collection of revenue. To sort out this discrepancy, the British brought three revenue reforms into force.

(i) The Permanent Land Ownership Act (1793)

Governor General Lord Cornwallis introduced a fixed way to collect tax in Bengal, Bihar and Orissa. The agreement reached between Lord Cornwallis and the landlords on the system of collection of tax is called Permanent Land Reform Act. According to this, the landlords acted as agents of the British. The lease amount of the Company was fixed. Thus there was a definite amount of revenue collection. In addition,

the burden of spending money in the process of collection of tax was also reduced. The powerful landlords supported the government in most difficult situations. The British adopted such tactics to get the support of the mighty.

Effects on the farmers : The landlords ruled over the peasants by collecting exorbitant rates of tax. The landlords did not show any interest in enhancing the agricultural produce. The farmers had to pay the dues even when the crops were completely ruined. In effect, under this permanent land reform act, the agricultural sector suffered severely. The mighty landlords forced the farmers to grow commercial crops that were required for their industries, which further worsened the condition of farmers. Due to this, bonded labour system grew.

(ii) Peasantry system (1820)

This means, without the involvement of any middlemen, the farmers directly paid the tax to the government. The direct relation between the tiller of the soil and government is the main feature of this system. This system was brought into effect in south and west India. In effect, this system was no different from the permanent land reform act.

Under this system, the land was measured and based on the fertility and irrigation facilities, the tax amount was determined. 50% of the value of the agricultural produce was fixed as the tax. The tax amount was decided periodically. The fixed tax was very high. During floods or drought, even if the crops failed, the farmers had to pay the tax. This system of taxation was brought in Madras province by Sir Thomas Munroe in 1820.

(iii) Mahalvari system or Estate Taxation

Mahal means village or estate. This is a modification of permanent land reform act. The local leader (lambardar) would be held responsible for the tax amount due by all the farmers. This act which came into being in 19th Century was in force in Uttar Pradesh, Madhya Pradesh and Punjab.

The Cumulative Effects of Land Taxation Systems

- Land was converted into a commercial commodity.
- * Incidents of sale and auction of land increased.
- Since tax was being paid in cash, money gained importance.
- To enhance their income, the landlords forced the farmers to grow commercial crops like cotton, jute, groundnuts and sugarcane instead of food crops.
- Commercial crops were suitable for export and hence proved to be beneficial to the British. As a result, there was a severe shortage of food grains.
- Different types of peasant classes surfaced in the landlord system.

4 ENGLISH EDUCATION

Education is a tool to make every person independent. It is possible to lead a comfortable life through the awareness gained through education. The English government, the Christian missionaries and many Indians got involved in the spread of English education. The English government and Christian missionaries brought English for the purpose of administration and propagation of their religion. Since they made English education universal, Indians benefitted from it. All sections of the society were able to get education.

Under the charter Act of 1813, one lakh rupees was reserved for education in India. But till 1823, not a single pie was spent on education. Indian thinkers and foreign Christian missionaries started a movement demanding modern education. The calculation of the East India Company was different. They wanted lower level Indians working for

a meagre salary and with the knowledge of English. They wanted to create a loyal Indian educated class. The credit for initiating a new education system goes to Lord Macaulay and Charles Wood.

Controversy about medium of education

Some English experts felt that Indians should be taught in Indian languages about the subjects related to India. Others argued that Western science and literature should be taught in English. Finally, the controversy was resolved in 1835, and Governor General Lord William Bentinck promulgated an educational policy in support of western science and English medium.

Some European intellectuals introduced the richness of Indian culture to the world. In the year 1784, Sir William Jones who came as the Supreme Court judge, established 'Asiatic Society of Bengal'. He propagated the greatness of Sanskrit. Sir Charles Wilkins translated the Bhagavadgita into English in the year 1785. Max Muller translated Rig Veda and other works.

Macaulay's note was the basis for the declaration of Lord William Bentinck. Macaulay was an ardent Anglophile. He felt that all other knowledge was of a lower level. He condemned Sanskrit grammar severely. His main objective was to distance Indians from their cultural roots. His declaration that the entire eastern knowledge was not equal to even one row of books in one cupboard in a European library is proof of his base mentality.

The British formulated a new education policy for India in 1854. This was based on the report of Charles Wood. In a short span of time, universities were established in Calcutta, Bombay and Madras (1857). Primary schools, high schools, colleges and universities came into force in phases. To supervise the educational system, education departments were set up in the provinces. In the year 1844, English became the official language of administration.



7.1 Bombay University



7.2 Madras University

Effects of Western Education

The traditional system of education slowly followed the path of decline. Due to the new education system, Indians of different languages were able to converse with one another in English. This also helped in inspiring the feeling of nationalism among the people. Gradually, the European materialistic thinking entered the Indian society and had far-reaching consequences. It had a lot of serious influence on Indian literature and led to literary revolutions too. Many sections gained new social awareness.

5 TRADE AND COMMERCE

Industrial revolution of the 18th and 19th centuries in England had a serious influence on the Indian trade and commerce. Between 1600 and 1757, the East India Company was only a business establishment. After the battle of Plassey in 1757, to gain monopoly over trade and production in India, the Company utilized its political power in Bengal. During the same time, it established its monopoly in raw cotton trade. As a result, the weavers had to buy their raw material at an exorbitant rate. In short, the aim of the British trade policy was only to fulfil their own industrial requirements and nothing else. They wanted India to be an importer of their machine-made goods and exporter of raw material. By introducing open trade policy, the British pushed cottage industries of India to their doom.

The main reason for India becoming a poor country during the British rule was the transfer of enormous wealth of the nation to England. As Dadabhai Naoroji said, it was a drain

of wealth. In addition, the huge profits gained by the British citizens through investments in various areas was another source of loss of wealth.

The main effect of the drain of wealth was that India not only became a poor nation, but also was subjected to a severe capital deficiency. Due to this, the Indian industrial sector suffered without any development. The father of economics, Adam Smith, has referred to the British who ruled over India as 'Dacoits'.

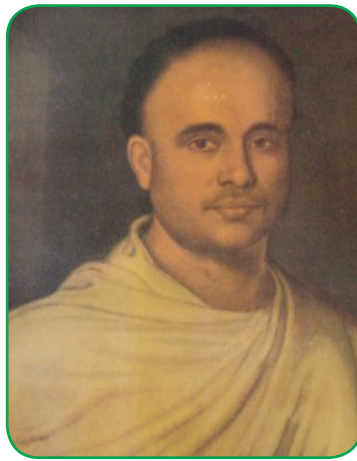
6 SOCIAL REFORMS

Indian society had caste system and gender discrimination which were inhuman practices. Vachanakaras during the 12th century had led many revolutionary movements against caste system and gender inequality. Subsequently, Purandaradasa, Kanakadasa, Meera Bai, Sant Tukaram, Namdev and others had condemned the evils in society through a movement of bhaktimarga (path of devotion).

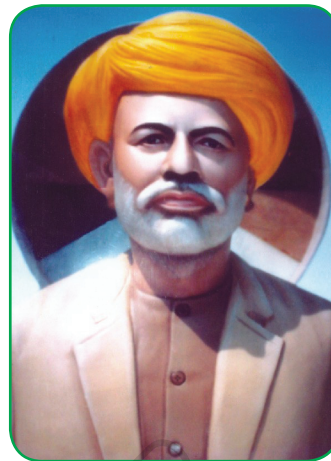
The British, who considered themselves modern, gradually brought in various laws against these practices. In this direction, the Indian literate community supported them. Rajaram Mohan Roy, Dayananda Saraswati, M.G.Ranade, D.K.Karve, Eshwar Chandra Vidyasagar, Sir Syed Ahmed Khan, Jyotiba Phule, Swami Vivekananda, Gandhiji, Ambedkar and others had a great influence on implementation of various laws related to social reformation. However, the British Christian missionaries had their own agenda behind implementation of these laws. In short, social reformation means removal of inhuman practices prevalent in society. This process took place through education and implementation of strict laws.



D.K. Karve



*Eshwar Chandra
Vidyasagar*



Jyotiba Phule

Women's Liberation: To improve the status of women in society, Rajaram Mohan Roy, Eshwar Chandra Vidyasagar, Jyotiba Phule, Gandhiji, Kandukuri Veereshalingam and others fought throughout their lives. Not only did they encourage women's right to education, but they also rejected many social stigmas. At the same time, the British government brought in laws to improve the status of women. During the period of Lord Dalhousie, through laws, permission was accorded to widow remarriage. This is one example of progressive reformation.

Abolition of Infanticide: Even before the British rule, many kings and social reformers had tried to put an end to the practice of infanticide. Later, the British government legally declared infanticide as 'murder'.

Abolition of Practice of Sati (1829): Rajaram Mohan Roy fought aggressively to abolish the practice of sati through the Brahmo Samaj. Consequently, in the year 1829, Lord William Bentinck declared the practice 'illegal' and a 'punishable offence'. He brought the 'Abolition of Sati Act' into force.

Slowly the practice of sati declined. Due to efforts of Eshwar Chandra Vidyasagar, the Act providing for widow remarriage was implemented in the year 1856. The Age of Consent Act in 1891 banned child marriage. In a nutshell, we see two types of social reformers. One stream of reformers reinterpreted the scriptures. They can be called the 'Orthodox Reformers'. Another stream comprised the 'Total Reformers'. They became reformers owing to their own personal experiences. The basic objective of social equality has been expressed by these reformers in different ways.❀

Major Social Reformers :

Rajaram Mohan Roy (1772 – 1833), Eshwar Chandra Vidyasagar (1820 – 1891), Dayananda Saraswati (1824 – 1885), Ramakrishna Paramahansa (1836 – 1886), Swami Vivekananda, Mahatma Phule, M.G.Ranade, Shridharalu Naidu, Veereshalingam Pantulu, Shri Narayanaguru, Nawab Abdul Latif, Sir Syed Ahmed Khan, Annie Besant, Gopalaswamy Iyer etc.

EXERCISES

I Answer the following in one word or sentence each:

- 1 Expand I.C.S.?
- 2 Mention any one duty of the British military force.
- 3 For what purposes did the British use the police force?
- 4 What is meant by peasantry system?
- 5 Which were the universities established in 1857?

II Answer the following in two or three sentences each:

- 1 What were the effects of the permanent land tax system?
- 2 What was the result of western education?
- 3 What were the legal measures brought into force by the British for social reform?

III Discuss.

- 1 The taxation system during the British period and at present.
- 2 The social reforms that have to take place in the present-day Indian society



LESSON 8


INDIA TOWARDS SOCIAL AND ECONOMIC DEVELOPMENT

Introduction

During the British reign, India's economic conditions were miserable. Villages had no freedom; small scale industries began to deteriorate slowly. Poverty had spread its wings on the people. Apart from this, society was suffering from superstitions, evils and other blind beliefs. After independence, the conditions began to change. India started taking steps towards development. As a result of this, India which was a poverty stricken country started emerging as a developing country. In spite of many reforms made earlier, India still has many more problems for which the country has not found solutions. What is the reason for this?

Competencies

- 1 understand the social and economic problems that are being faced by India.
- 2 know the measures taken for solving the problems.
- 3 feel proud of India's progress in spite of facing all these problems.

 All countries in the world have problems of their own. India is not an exception to this. Even after six decades of getting independence, still several social and economic problems still remain unsolved. Some of the social problems are illiteracy, untouchability, gender bias, bonded labour, population explosion, dowry, child marriage, superstitions, child labour, domestic violence etc. Corruption, communal violence, poverty and economic inequality are some of the challenges faced by our democracy. These problems are to be properly understood and attempts are to be made to solve them.

1 ILLITERACY

India is the world's largest democracy. The success of democracy reflects the standards of the population.

Educated people choose better representatives. Better representatives can provide better government and effective administration. The illiterate people of our country may not be able to know more about their rights and duties. At times, on account of lack of proper awareness, the decisions taken by governments may affect adversely. Due to this, illiteracy and lack of general awareness would threaten the success of democracy.

Activity: Write and enact a short drama to depict an instance describing how the illiterates are being cheated.

A person of 7 years and above who is unable to read and write an Indian language is considered an illiterate. Illiterates need to be transformed into literate people and it is the major challenge. In 1951, the literacy rate was just 18% which rose to 74% in 2011. India should be proud of this extraordinary achievement.

As a whole, India as a country has developed well but when we survey the states, the progress in some of the states is not satisfactory. Bihar is an example for this.

Progress of Literacy

Detail	India (Percent)			Karnataka (Percent)		
	1991	2001	2011	1991	2001	2011
Men	65	76	82.14	67	76	82.85
Women	39	54	65.46	45	58	68.13
Total	52	65	74.04	56	67	75.60

Remedial measures

Illiteracy is a basic problem among the other hurdles of democracy. The only remedy to solve this problem is to make all people literates. The government and other agencies are striving in this direction. Long ago, the government introduced free and compulsory education. This could not be enforced properly though this is one of the objectives of the Constitution. Recently, through the Amendment-93, education is made free and compulsory to children of age from 6-14 years. Measures are taken to safeguard the educational interests of the Scheduled castes, scheduled tribes and weaker sections of society. In order to attract children to schools, the central and state governments are jointly distributing free textbooks, midday meals, uniforms, milk, bicycles etc.

Sarva Shiksha Abhiyana and Madhyamika Shiksha Abhiyana are making efforts to improve the physical and intellectual standards of the students. Women's education and informal education are given special importance. In order to educate the adults, the National Literacy Mission has been started. The menace of illiteracy could be eradicated without doubt, if every citizen strives hard for its total success. At the same time, it is the responsibility of the officers to implement these measures properly.

Activity: Discuss Right to Education Act.

2 UNTOUCHABILITY

In India, certain groups were treated untouchables and those people were considered outcastes by the society. Discrimination based on caste system is called untouchability. Great reformers like Buddha, Basaveshwara, Gandhiji, Ambedkar made sincere efforts to eradicate this social evil.

Gandhiji considered untouchability as a social evil and called those people as Harijans. Dr. Ambedkar adopted better constitutional measures to root out untouchability and this is different from Gandhiji's approach. He tried to create a new society based on social equality. Progress of the dalit is our social responsibility.

In order to eradicate untouchability, Articles 14, 15, 16 17 have been incorporated in the Constitution of India. Article 14 provides equality before law, Article 15 deals with the prohibition of discrimination on grounds of race, religion, caste or sex or place of birth, Article 16 deals with equality of opportunity in matters of public employment and Article 17 declares untouchability as a punishable offence.

Activity: Practice of untouchability is a social evil. Discuss.

Remedial measures

- Article 17 has declared untouchability an unlawful and a punishable offence.
- Electoral constituencies have been reserved for the SC/ST candidates for contesting in various elections.
- Reservation policy is compulsory in the fields of education, employment and promotion.
- Special courts have been established for dealing with the cases related to practice of untouchability. Free legal aid is also given.

The untouchables are enjoying their rights through education, unity and agitation. These were the three watchwords of Dr. B R Ambedkar. They can attain competence to take up public employment through these measures. They can boldly move forward in political, economic and social domains.

3 POPULATION EXPLOSION

Population explosion is a global problem. It is wrong to think that the population is growing very fast and remains beyond our control. The Family Planning was implemented extensively in order to control population. As a result, the population growth is marginally controlled.

Population explosion is a serious problem to our country. In 1901, the population of undivided India was 24 crores but it is 121 crores in 2011. In 1991, every sixth person was an Indian but in 2011, it was every fifth person was an Indian.

Causes for population growth

- 1 Improvement in medical sciences has resulted in lower death rate and higher birth rate.
- 2 Early marriages.
- 3 Beliefs related to marriage, family, childbirth etc.
- 4 Lack of interest in implementing family planning measures.
- 5 Illiteracy and lack of knowledge.

Activity: Discuss the attitude of Indians in matters related to marriage, family and children.

Bad effects

Population explosion creates problems to every country in the world. Some of the bad effects are pressure on agricultural lands, scarcity for nutritious food, housing problem, increase in illiteracy rate, problem of unemployment, slow economic growth etc. Population growth is still a major challenge to India being the world's largest democracy.

Remedial measures

- The Ministry of Human Resource Development and the Department of Social Welfare have jointly taken up certain programmes in order to utilize the human resources in a systematic way.
- Right to Education Act is implemented on a full scale in order to eradicate illiteracy and universalize education.
- The Government is introducing various laws in order to check the population growth. Law against Child Marriage is one such measure. Accordingly, the law has prescribed 21 years for boys and 18 years for girls as the marriage age.
- India is the first country in the world to introduce the National Family Planning Scheme for population control.
- The department of Family Welfare has implemented several programmes for popularizing the importance of small families.
- Special incentives are being given to those who adhere to the measures of family planning programme.

The Population Clock: records the population growth which was developed by the US. The requirements of the clock is the population of 2010 and growth of population in different countries of the world. A child is born per 8 seconds in the world. One person dies per every 12 seconds. The total world population in 2013 is 7,111 millions and the population of India is 121 crores.

Activity : Small family is the path to happiness. Discuss.

4 DOWRY

The dowry problem is causing great concern in India. This is a social evil. The bride's parents give money, cash, vehicle or site as dowry to the groom's parents. It was practised by few sections of society earlier but now it is widespread. Those parents who cannot afford to pay dowry borrow loans and become debtors.

Activity: Prepare a skit on dowry and enact on the stage.

Please do not attend a marriage in which the bridegroom takes dowry from the bride's parents. It is the tears of the parents of the girl.

Dowry is causing problem to the status of women. This is against the gender equality. Even after the marriage, the in-laws harass for more dowry and even go to the extent of killing the bride. The exploitation must end. Those who are the parents of a girl should lead a respectable life.



8.2 Dowry - a curse on the bride's parents

Remedies

- An Act at Parliament was passed in 1961 to prevent the dowry menace. In 1986, an amendment was made to make it more effective. Accordingly, dowry demanding and dowry offering are considered offences under the amendment.
- Those who violate the law are penalised and even imprisoned. The law cannot change the menace of dowry but it is possible through changing the attitude.
- A few people think that taking dowry is a matter of prestige. Those who give dowry also think it as a matter of status. This type of thinking has to be changed.
- The discrimination between boy and girl has to be given up and take a pledge not to give or accept dowry. It is a matter of disgrace that the educated and the influential sections of the society demand dowry.

Those who take and give dowry are to be condemned in the society.

5 Domestic violence

Our society lacks the values like understanding and mutual feelings. As a result, domestic violence takes place in various forms. Girls are the major victims of domestic violence.

The news media publishes several cases of torture by alcoholic father-in-law, husband or even others at home. Violence means not only causing physical injury, but it includes discrimination, torture, abusing etc.

The above acts of violence bring insult to the prestige of women. In order to remove these, we have to take initiative. Woman should get her deserved status in the society. It is necessary to emphasize that this is their birth right. Therefore, the women empowerment is given top priority by the government.

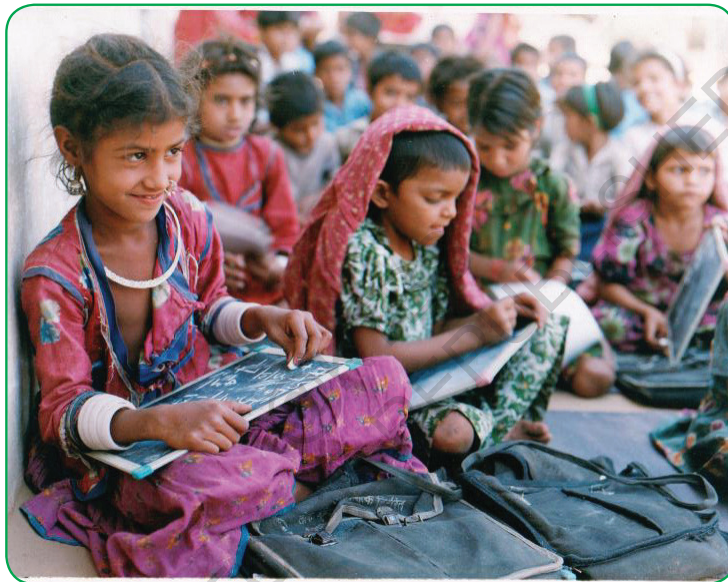


8.3 Women Education

Remedial measures: • The government is encouraging the education to girls. • Providing employment to women to make them self-reliant. • Sexual harassment, high handedness, molestation etc., are dealt firmly under the law. • Love marriages are increasing and several girls are undergoing harassment within the family. These are to be prevented.

Activity: Write an essay after collecting information from the newspapers on dowry and violence.

- The Women Commissions and the Commission for Children Rights should become active. Voluntary organizations offering counselling have to be strengthened in order to ensure domestic harmony.
- Maximum free legal aid to be extended to give justice to those who suffer.
- The dream of Alcohol free villages of Gandhi has to be realised.



8.4 Girl's Education

Over 600 Prohibition Camps were organized jointly by Dharmasthala Rural Development Programme and Awareness Committees and reformed thousands of alcoholics who are leading a decent life now.

Activity: Effects of domestic violence on Children. Discuss the topic.

6 CORRUPTION

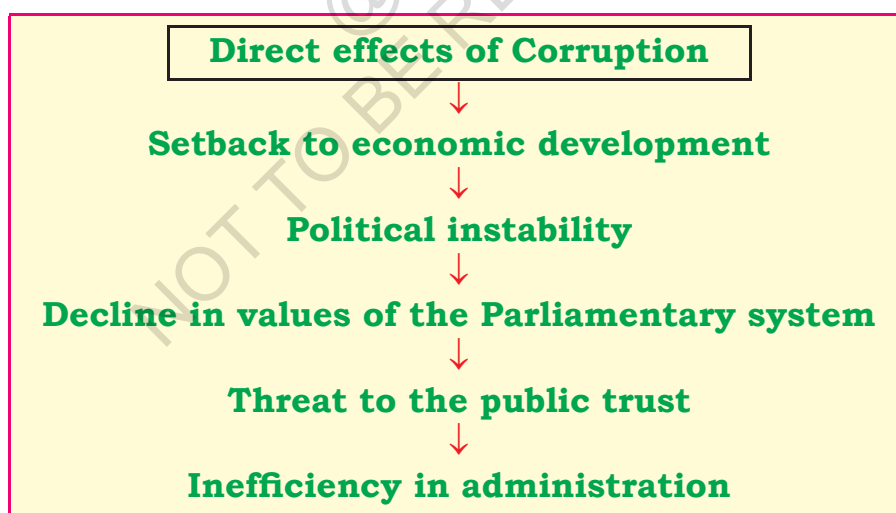
Corruption is the greatest problem faced by the world. It has spread its tentacles everywhere. The unlawful act of people

in power and in responsible positions taking bribes is termed as corruption and misusing power for personal welfare is also called corruption.

Acts of Corruption

Bribe, presents, donation, favouritism, misuse of public money and property etc. are the several acts of corruption. Cheating, betrayal or exploitation also amount to the acts of corruption which ultimately threatens the national security.

The roots of corruption went deep down the earth and expanded its wings everywhere. Its total eradication is not an easy task. But we can bring down its level. Beginning from fodder scam upto military hardware import, we can see the influence of corruption. Apart from the public sector hands in scams, even we can notice the involvement of the private sectors. But they differ in nature.



Remedial measures

The government has initiated several measures to check corruption. The important step in this direction is the implementation of an Act in 1989 to check corruption.

- The RTI [Right to Information] Act has been enforced to bring transparency in administration.
- The Lok Ayuktas have started to check corruption in several states. The Lok Ayukta is functioning efficiently in Karnataka.
- Sakaal Scheme has been brought into action in order to avoid delays in the government offices.

Activity: Discuss on Sakaal Scheme.

In spite of making the cases of corruption public, the punishment to the offenders is moving at a slow pace. A nationwide anti-corruption mass movement was taken up by Anna Hazare with an intention to pressurise the government to pass the Lokpal Bill for checking the corrupt and powerful officials of the government. As a result of this agitation, the Lokpal Bill was passed in the Parliament in 2013.



8.5 Nationwide anti-corruption mass movement

Activity:

Collect more information about Nationwide anti-corruption mass movement

Prevention of corruption is the major task of the Lokpal. Ministers of Central and State Governments, current and former ministers, apart from the public servants, the institutions which collect public funds, foreign agencies collecting funds etc., will come under the Lokpal Act. Although the Prime Minister comes under the Lokpal, he enjoys certain concessions. Every state has to appoint the Lok Ayukta in future.

As long as bribe is offered, the practice of corruption will prevail. Corrupt free India must be our first priority. The black money should be accounted and utilize it for the development of the poor people.

Structure of Lokpal

This is a team comprising maximum 8 members including its President. 50% of the members represent the Judiciary. The remaining 50% represent SC, ST, backward sections, minorities and women groups. The Lokpal Team has to complete the investigation within 60 days from the date of registration of the case and complete the enquiry within 6 months. The government officials and their family members have to make an official declaration of their assets with the Lokpal.

The politicians should express their willingness to co-operate in this direction. The schemes like Sakaal introduced by the government has to be implemented effectively with a view to activate the services.

7 POVERTY

Poverty is a serious economic problem. This is haunting many countries of the world. The tragic scene of hunger in Somalia in Africa is heart rending.

Certain basic amenities have to be provided to every human being. Food, clothing, shelter, pure drinking water, education and health are to be provided. In its broad sense, the people are not able to attain the economic freedom and buy their basic needs is called poverty. About $\frac{1}{4}$ of the population lives in poverty. Those who are unable to consume 2400 calories of food a day are supposed to live below the poverty line [BPL]. The food available was 26% during 2001 but it declined to 19% in the year 2011.

Poverty has its bad effects on the status of health of the people. This decreases the efficiency of the individual. Improper economic growth, unemployment, dependence on agriculture, price rise and population growth are some of the major causes for the poverty of Indians. Malnutrition among the children is also another face of poverty.

Remedial measures

The Government of India has started several measures for the elimination of poverty.

- The tiller of the soil became the land owner under the Land Reforms Act.

- Implementation of comprehensive rural development programme.
- Employment opportunities have been created under the Grain for Labour scheme.

Mere slogans cannot eradicate poverty. The government has to think and act seriously for removal of economic inequality. The government has to think of certain measures to confiscate the black money amassed by some rich people. This has to be spent for the development of poor people. All welfare schemes are to be made available to all. ❀

EXERCISES

I Answer the following in one word or sentence each:

- 1 What is illiteracy?
- 2 What is untouchability?
- 3 When did Anti Dowry Act come into effect?
- 4 Give one reason for domestic violence.
- 5 What is corruption?
- 6 When did Anti-Corruption Act come into effect?
- 7 What is poverty?

II Answer the following in two or three sentences each:

- 1 Make a list of economic problems faced by India.
- 2 Untouchability is a social evil. Justify.
- 3 What are the measures taken by the Government for the eradication of Illiteracy?
- 4 What measures do you take to remove illiteracy?
- 5 What are the causes for the population growth?
- 6 Explain the effects of population growth.
- 7 What are your views on the practice of dowry?
- 8 Make a list of the functions of the Lokpal.
- 9 What measures do you suggest to remove corruption?
- 10 What are the remedial measures taken for poverty eradication?



LESSON 9


CONSUMER EDUCATION

Introduction

The business activities such as buying and selling of goods improved as a result of complexity in the social life to meet the needs of the people. Some people became producers of goods and services and others became their consumers. Consumer Protection Act of the Government is specially introduced here to shed some light on some areas such as consumer rights, consumer exploitation and consumer awareness.

Competencies

- 1 know the consumer rights, exploitation and consumer awareness.
- 2 understand the major objectives of the Consumer Protection Act along with its importance.
- 3 follow certain precautionary measures while buying goods and Services.
- 4 know the significance of the Consumer Education and collect more information with regard to methods of filing cases with the Consumer Court.

 The service organizations have used the term User to those who use the goods and services. The Government in its Consumer Protection Act has used the word Consumer. A trader is one who sells goods or services to the consumer on receiving money. It is the duty of the merchants and the traders to provide quality goods for the price paid by the consumer. This is the right of every consumer. The objective of the Consumer movement is that every citizen should attempt to obtain quality goods and services in the market.

The Consumer and the Trader

The service organizations have used the term User to those who use the goods and services. The Government in its Consumer Protection Act has used the word Consumer. The Trader is one who sells goods or services to the consumer on receiving money. It is the duty of the merchants and the traders to provide quality goods for the price paid by the consumer. This is the right of every consumer. The objective of the Consumer movement is that every citizen should attempt to obtain quality goods and services in the market.



9.1 Business stall

- 1 What are the goods displayed for sale?
- 2 What is the cost price of the mixer with its marked price of Rs.2000 sold at 10% discount?
- 3 A trader is offering 50% discount on some selected goods. Find whether he is at loss or not?

Activity: Explain the instance in which you or the members of your family were cheated by the trader.

Reasons for Consumer Exploitation

The producers were supplying the goods directly to the consumers. For example – milk, fruits, vegetables were supplied without the menace of the middlemen. When the agricultural occupations developed, it led to changes in the marketing methods. The transaction between the producer and the consumer almost stopped as their mutual trade contacts got widened. The price fixation of the goods to be done by the producer and the consumer were shifted to the hands of the middlemen. The producer thereafter could not understand the hardships of the consumers. The modern Teleshopping is one of the best examples for development of information technology which enabled the consumers to directly buy the goods from home.

What is Teleshopping?

The consumers can place the orders to any shop of their choice for their requirements through the Internet and even pay the money. In the same manner, even the orders can be placed for the advertisements telecast over the Television channels through the cell phone by sending SMS immediately. The advertisers could be contacted over the landlines also. This transaction is called Teleshopping.

Activity: Watch the TV channel programmes over TV on direct marketing.

Consumer Protection Act

The Consumer Movement started by a few people who suffered on account of continuous exploitation by the traders. Such movements brought pressure on the government and alerted it to formulate new parliamentary acts to safeguard the interests of the consumers. In the last five decades, more than

30 Acts have been implemented. Eg. Essential Commodities Act, Weights and Measures Act, Act against Adulteration of Food Articles etc. The Government of India Act, 1986 is a significant step in this direction.

World Consumers' Day

In the history of World Consumers' Movement, March 15, 1962 is an important day. US President John F Kennedy adopted a legislation comprising of four rights such as Citizen Safety, Information, Appeal and Remedy. For this reason, March 15 every year is celebrated as the World Consumers' Day.

Major objectives of the Act

- The Act accords importance for safety and quality.
- Avoiding production and sale of dangerous goods.
- Prevention of trade malpractices in the market.
- Supervision on quality, weights, measures and price.
- Compensating the consumers in case of any problem arising out of trade.
- Creating awareness to the consumers through consumer Education.

In total, the major objective of the Act is to ensure quality goods and services at reasonable prices through healthy competition.

Consumer Protection Councils

In accordance with the Consumer Protection Act, a National Consumer Protection Council at the national level and a State Consumer Protection Council at the state level have been constituted. The important function of these councils is to

advise and instruct the governments on measures to be taken to create the consumer awareness.

Activity: *Collect more information on National and State Consumer Protection Councils and discuss*

Consumer Courts

District Consumer Disputes Redressal Forum [District Forum], State Consumer Disputes Redressal Commission [State Commission] National Consumer Disputes Redressal Commission [National Commission] have been established in order to attend to the consumer grievances and finding appropriate redressal measures. The consumer can move through an appeal to the higher courts in case of dissatisfaction with the judgement of the lower courts. The compensation limits exceeding Rs.5.00 lakhs shall be filed with the State Commission and the cases exceeding compensation of Rs.20.00 lakhs shall be filed with the National Commission. The amount of loss is more important than the money spent on getting goods and services. Consumer can file an appeal for compensation of Rs.10 lakhs in the case of a defective injection tube of worth Rs.10 affects him/her seriously.

District Forum

District Forum is the lowest Consumer Court which handles 75% of the cases under the district jurisdiction. The Bench consists of a qualified person eligible to become a District Judge as its President along with other two members. A woman also functions in the bench.

Activity: *Know more about the educational qualifications required to become the President and the Member of the bench of the District Forum.*

The bench issues summons to the consumer to appear in the court if the appeal is found to be apparently genuine. The judge verifies the documents provided by both the trader and the consumer before giving judgement. The bench is empowered to order for compensation through cash if the consumer has suffered mentally due to loss or injustice. In the case of either the trader or the consumer fails to comply with the court orders, it amounts to contempt of court.

Procedure of filing complaints

There are no prescribed formats to file appeals before the Consumer Court. Some of the methods followed are. (1) Complaints can be either handwritten or typewritten on a white sheet of paper furnishing name, address and telephone number clearly. The name of the trader on whom the complaint is given has to be mentioned exactly. (2) The defect of the goods or services which caused trouble or the amount of loss has to be mentioned. Providing records of any letter correspondence took place between the trader and the consumer to the court. (3) The compensation desired for the loss has to be mentioned. Necessary bills/ receipts if any are to be enclosed with the application. (4) No fees or stamp duties are charged while filing the complaints. The services of the lawyer need not be availed. The consumer himself can argue the case.

This has to awaken the consumers to protest against injustice henceforth without having the feeling that they are helpless. The Consumer movement has to gain strength. It is expected that the trade of India to achieve progress through open and legal business practice. Awake! Consumer Awake ❀

*Think before you buy, Check its quality.
Our fight never ceases, No more trade malpractices.*

New Words

Blackmarket - Selling goods secretly for higher profit through creating artificial scarcity for the goods to be sold openly.

Adulteration - Mixing low standard items with better quality goods.

EXERCISES

I Answer the following in one word or sentence each:

- 1 Who is called a consumer?
- 2 What is the main aim of Consumer movement?
- 3 What is the right of every consumer?
- 4 When did Consumer Protection Act come into force in India?
- 5 Who appoints the President of the District Consumer Bench?

II Answer the following in two or three sentences each:

- 1 What are the problems faced by the consumer?
- 2 What are the causes for consumer exploitation?
- 3 Mention the 4 important aims of Consumer Protection Act.
- 4 What are the major functions of the Consumer Protection Council?
- 5 Mention three stages of Consumer Courts.
- 6 What are the particulars to be written in the complaint to be filed with the Consumer Court?

III Fill in the blanks with suitable words.

- 1 The other name of the consumer is _____ .
- 2 Person giving goods or services for money is called _____ .
- 3 The Consumer Day is observed on _____ every year.
- 4 In the case of compensation exceeding 5.00 lakhs, the complaint has to be submitted to the _____ .

IV Observe the picture given below and answer the questions given below.

Contents:

	(%w/w)
Shahad	75.420
Triphala Extract	21.820
Bhimseni Kafoor	02.182
Ark Pudina	00.360
Miskaff	00.109
Roghan-e-Baid Anjeer	00.109

A classic combination of extracts of triphala and castor seeds with honey and other rare ingredients, Triphalanjan is extremely beneficial in strengthening tender eye tissues and maintaining a cool and clear vision.

Triphalanjan comes to you from the house of Khojati, specialists in herbal eye care for over 150 years.

Not for injection.

Warning: If irritation persists or increases, discontinue use and consult your physician.

Do not touch the tip of the dropper to any surface as this may contaminate the solution.

Best when used within 30 days of opening the seal.

Sterilization without the use of gamma radiation.

KHOJATI®
tri-phalanjan®
Herbal Triphala Anjan

KHOJATI®
SINCE 1847

Batch No. : 2250
Mfg. Date : FEB'13
Exp. Date : JAN'16

Net Content: 7 ml
M.R.P. Rs. 30/- only
M.R.P. Rs. 31/- out of Maharashtra (Inclusive of all taxes)
M.L. No.: PD/AYU-85

For external use in the eyes only
UNANI MEDICINE

Mfd. by:
KHOJATI AYURVED PHARMA
B-49/2, MIDC Wai.
Dist. Satara.

A Division of:
HASHAM MANJI PADAMSHI SURMAWALLA

Sales: Muji, Jetha Cloth Market, Zaveri Bazar, Mumbai 400 002.
Head Office: Null Bazar, Mumbai 400 003.
Customer Care No.: +91-22-23462600

9.2 Medicine for eye ailments

- 1 What is the company's name printed on the packet?
- 2 What is the maximum price printed?
- 3 What is the date of manufacturing of this item?
- 4 What is the date within this item is to be used?

Project

Imagine an instance of being cheated by the trader and prepare an application of complaint. Prepare your own supporting documents.



Activities

- 1 Visit your district consumer forum with your teacher. Observe the functions of the forum and collect information.
- 2 Prepare four slogans to create consumer awareness.
- 3 Plan a Jatha on the World Consumer Day and engage yourself in creating consumer awareness.
- 4 Collect different types of bills/receipts awareness.



LESSON 10

United Nations Organization - Hope of the Mankind

Introduction

The World War-II is the deadliest war in the history. It was fought for six years [1939-45] between the European nations resulting in the death of four crore people besides loss of huge property.

The mankind which shook on account of severe violence wanted permanent peace. At this crucial stage, representatives of 51 nations of the world met in San Francisco and established the United Nations Organization on 24th October 1945 for permanent world peace.

This chapter deals in detail with the UNO, its background, basic aims, principal organs, Specialized Agencies and its achievements along with the role of India as its member nation.

Competencies

- 1 Understand UNO's aims and ideals.
- 2 Understand the functions of the UN organs.
- 3 Appreciate UN achievements in establishing peace among the countries of the world.
- 4 Appreciate the concerted efforts of India in establishing international peace.



Look at the UN emblem given here. At the centre of the emblem, the continents are shown. On its two sides, the olive branch is seen. What does this represent?

The continents shown in the emblem represent all the nations of the world and the olive branch represents the principle of peace and friendship. This emblem reflects the basic ideal of the UNO.



10.1 UN emblem

1 BIRTH OF THE UNO

What is UNO? Do you know why it was established?

About 70 years ago, a disastrous war broke out between the two factions of European countries. Within a short time, the countries of different continents joined the war. This is called the Second World War. As a result of the war, huge amount of properties were destroyed. The mankind which suffered on account of the war, aspired for a peaceful world free from war in the future. At this juncture, under the leadership of US President Roosevelt, British Prime Minister Churchill and Russian dictator Stalin, the representatives from 51 nations adopted a resolution for the establishment of permanent peace in the world. In order to implement the decision, the United Nations Organization [U.N.O.] took birth on 24th October 1945.

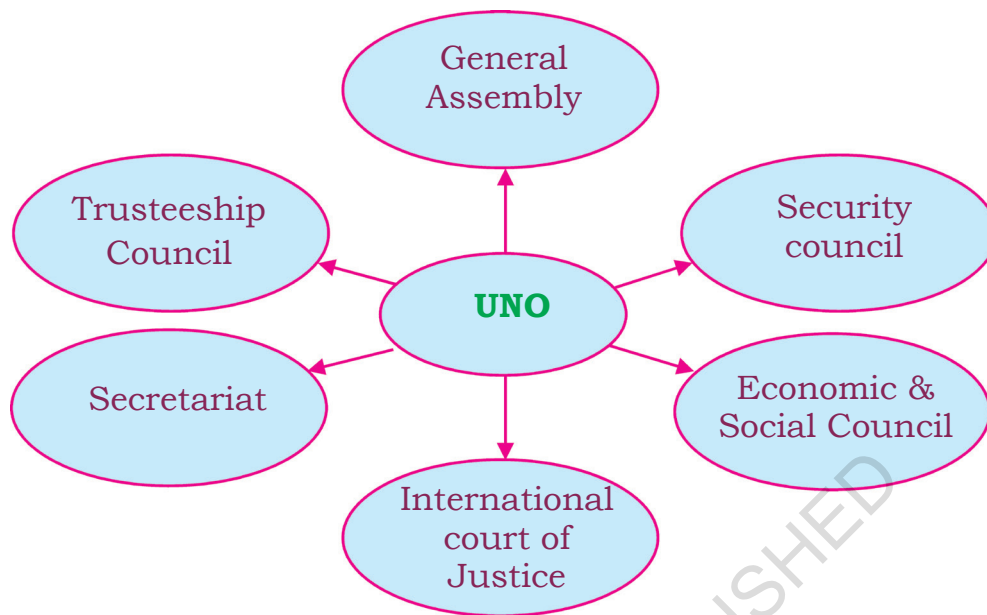
Since UNO was not an association as understood earlier, it is being used as UN as it represents the nations of the world. UN means the United Nations

Basic aims of the UN are to :

- maintain international peace and security.
- develop friendly relations on the basis of equality among all the nations of the world.
- achieve international co-operation for solving problems relating to economic, social and cultural matters and humanitarian character and finding solutions to various world problems.
- promote respect over the human rights
- function as a conducive centre to achieve its aims

2 PRINCIPAL ORGANS OF THE UN

We have to understand the principal organs that were established in order to implement the aims of the UN-



1 The General Assembly

Observe the activities of the General Assembly in the picture. The annual meeting is being held in every September. The member nations attend the meeting. Though each member nation can send 5 representatives, but each nation has a single vote. The General Assembly functions like our Parliament. In the current year, there are 193 member nations. Republic of Sudan has enrolled as the 193rd member nation.



10.2 General Assembly

2 The Security Council

Look at the picture of the Security Council. It is the Executive Body of the UN. In accordance with the General Assembly decisions, advising the member nations and maintenance of international peace and security are its major functions.



10.3 Security Council

The Security Council consists of 15 members. United States, Russia, Britain, France and China are the permanent members. The remaining 10 nations are being elected as temporary members by the General Assembly for a period of two years.

The approval of the nine member nations is necessary for any decision taken in the Security Council. No decision could be approved if any one among the permanent members opposes it. The power of the permanent member nation to oppose a decision is called Veto.

Activity: Discuss whether the majority decision of the General Assembly or the Veto power of the Security Council is final.

3 The Economic and Social Council

All the nations of the world generally face several problems. This organ has the responsibility to solve the problems related to the violation of human rights in the background of race, language, religion, boundary etc.

The Economic and Social Council has to provide mutual co-operation and assistance in matters related to illiteracy, poverty, hunger, rehabilitation of refugees, health, equality of women, protection of child and control of toxic drugs.

4 International Court of Justice

The International Court of Justice is headquartered at the Hague in the Netherlands. The court has 15 judges. The members of General Assembly and the Security Council shall elect the judges. The court is expected to solve the disputes arising between the member nations.

5 The Secretariat

The permanent and main secretariat is situated at Lake Success near New York. The Secretary-General is the head of the Secretariat. The Secretary-General has the responsibility to find solutions on consent of the UN to any problem which could threaten the international peace.



10.4 -Flags of member nations

The present Secretary-General of the UN Secretariat is Mr. Ban Ki Moon [South Korea]. The candidate chosen by the General Assembly will be later approved by the Security Council before being elected as the Secretary General of the Secretariat.



10.5
Mr. Ban Ki Moon

6 The Trusteeship Council

When the UN was established, 11 areas were not subjected to self-rule. In order to safeguard their interests, a council of 5 member nations was formed as the principal organ of the UN. This is called the Trusteeship Council. All the 11 areas got independence by 1994.

Flag of the UN and the administrative language

The UN has its own flag. The flag with the light blue background bears the UN emblem at the centre. Every 24th October is observed as the UN day worldwide.



10.6 -UN flag

The official languages currently being used by the UN are English, Russian, Spanish, Chinese, French, Arabic etc. It generally uses English.

3 SPECIALIZED AGENCIES OF THE UN

Several institutions [Sub-organs] have been functioning under the UN in order to improve the standard of service. Some of the important agencies are –

- United Nations Educational, Scientific and Cultural Organization –
UNESCO – Head office is situated in Paris, France.
- Food and Agricultural Organization – FAO – Head office is situated in Rome, Italy.
- World Health Organization –
Head office is situated in Geneva, Switzerland.
- United Nations International Children Emergency Fund –
UNICEF – Head office is situated in New York, USA.

4 ACHIEVEMENTS OF THE UN AND ITS LIMITATIONS

- **Economic contribution:** It has given economic aid to various domains such as health, transport, communication, Food, Science, Education etc.
- **Social contribution:** The UN has provided aid to millions of refugees in the world. It has commanded appreciation by providing special needs to the Children, Mothers and weaker sections of the people.
- **Universal Declaration of Human Rights :** The declaration of Human Rights by the UN is their special achievement [Dec.10, 1948]
- **Help in securing independence:** The UN has helped many nations which were colonies of European nations for securing freedom.
- **Establishment of Peace:** It has successfully prevented another world war as the whole world was shook by two wars. Ban on use of nuclear weapon after 1945 is the greatest achievement of the UN.

In spite of many wars fought between the nations of the world, the UN has successfully implemented all possible measures to control them.

Limitations

- The Cold War ended soon after the disintegration of the Soviet Union. United States has been claiming as the world leader and showing its attitude as the big brother of the world. This has threatened the multicultural pattern of life in the world.
- The UN is unable to implement some of its decisions. As the UN has to enforce peace through using the armed forces of the member nations, the problems arose when some nations refused to provide forces to the UN peace keeping operations. UN has no military of its own.
- The consent of the permanent members of the Security Council is mandatory in such matters. In the absence of acceptance of any one permanent member, the decision cannot be implemented.

5 INDIA AND THE UN

India was one of the signatories of the UN Constitution in 1945. After Independence, India has played a significant role in the international matters.

- Since inception, India has been opposing the principle of racial discrimination.
- India continues its efforts for total elimination of colonialism.
- India is the first country to stress the total halt on testing of nuclear weapons. Besides this, India has constantly supported the principle of disarmament and world peace.
- India has despatched its peace keeping forces during the armed conflict between the two countries.

- Vijayalakshmi Pndit was the first woman chairperson of UN.
- Justice Benagal Narasinga Rao from India was the judge of the International Court of Justice. Dr. Nagendra Singh has rendered memorable services as the Chief Justice of the International Court of Justice.
- General K S Thimmaiah and other heads of the Indian Army have rendered considerable services during the international peace keeping operations.

At present, the permanent members of the UN Security Council have restricted the membership of the council to five nations only for their vested interests. It is unfortunate that developing nations like India could not secure a permanent seat in the UN Security Council. ❀

EXERCISES

I Answer the following in one word or sentence each:

- 1 When did the United Nations Organization start?
- 2 Who were responsible for the establishment of the UN?
- 3 Which is called the Parliament of the UN?
- 4 Who are the permanent members of the UN Security Council?
- 5 Name two great Indians who rendered services to the UN.
- 6 Mention one reason for the declaration of UN Charter of Human Rights.

II Answer the following in two or three sentences each:

- 1 What are the basic aims of the United Nations Organization?
- 2 Explain the functions of the UN Security Council.
- 3 Make a list of four achievements of the United Nations Organization.
- 4 Name the specialized agencies of the UN.
- 5 What is 'Veto'?
- 6 Mention the two demerits of the UN.

III Fill in the blanks with suitable words.

- 1 The Head office of the UN is situated in _____ .
- 2 Maintenance of international peace and security is the main function of the _____ of the UN.
- 3 Total members of the UN Security Council is _____ members.
- 4 The International Court of Justice is situated at _____ in the Netherlands.



Activities:

- 1 Collect the emblems of the UN Specialized agencies with complete details.
- 2 Collect the photographs of the Indians who rendered services in different organs of the UN.



LESSON 11

NORTH AMERICA - LAND OF PRAIRIES


Introduction

Last year you have studied the geographical features and importance of Asia, Europe and Africa. This year you will learn a lot about North America, South America, Australia and Antarctica.

In this lesson you study about location, extent and physical setting, Physical divisions, climate, natural vegetation, agriculture, important minerals, industries, population growth, distribution and density of the continent of North America.

Competencies

- 1 Understand the location, extent and physical setting of North America
- 2 Understand by comparison with diversity of physical divisions.
- 3 Know the richness and lakes of North America
- 4 Understand the influence of climate on natural vegetation and animals.
- 5 Know about agricultural development of N.A.
- 6 Understand how North America developed by utilizing Minerals
- 7 Understand the origin, density and distribution of population of North America.

 North America is a recently discovered continent. In 1501, the Italian navigator, Amerigo Vespucci sailed to the coast of the mainland. Then the continent was called by the first word of his name Amerigo, America. The continent is mostly inhabited by Europeans and Spaniards. They made use of Mexico's gold. The French built up profitable fur trade in Canada, the British exploited the fisheries and forests of the Atlantic Provinces of Canada and of New England of USA.



Map 11.1 North America

The sound resource base combined with development in science and technology, a large domestic market, international trade relationship, development of good means of

transportation etc., have helped North America to become one of the most developed regions of the world. So the nations of North America are very rich and called one of the economically prosperous countries. Therefore, it is necessary to understand the continent as a model for progress for other continents.

1 LOCATION AND EXTENT

North America is located entirely to the north of the equator. It lies within 7° N to 84° N latitudes. The tropic of cancer (23 ½° N) passes through the continent in the South and the Arctic Circle (66 ½° N) in the north. North America is surrounded by the Atlantic Ocean in the east, the Pacific Ocean in the west and the Arctic Ocean in the north. It is separated from the continent of Asia by the Bering Strait. It has a land link with South America by the Isthmus of Panama. A number of smaller water bodies are found here, eg: the Gulf of Mexico, the Hudson Bay, the Gulf of Alaska, Gulf of California etc. The West Indies and Cuba islands are found in the Caribbean Sea. New Found-land is found to the east of Canada. A number of islands lie in the Arctic Ocean of which Greenland is the largest. The strip of land that lies to the South of North America is called Central America.

North America is the third largest continent in area (16.4%) in the world after Asia and Africa. It is almost 7 times (24.24 mil sq.km) bigger than India. There are 24 countries in North America. Canada, United States of America and Mexico are the three large Countries by their size. The Caribbean Islands are also area included in the Physical area of North America.

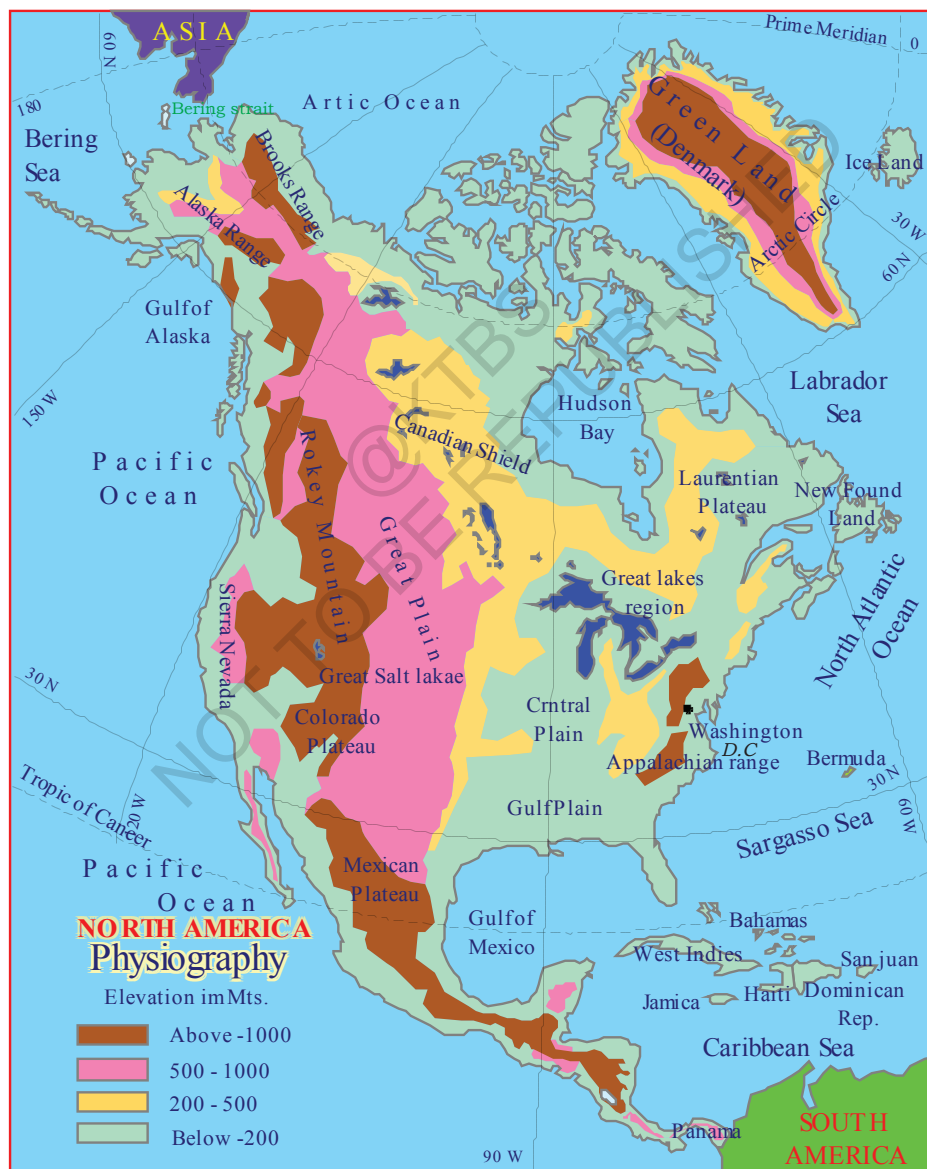
Do you know?

<i>Mexico</i>	-	<i>Sites of Mayan Civilization</i>
<i>Canada</i>	-	<i>Trans Canadian Railway ice hockey, polar bear</i>
<i>USA</i>	-	<i>Grand Canyon, Homes, Bar Ringer Crater, Valkanas,</i>
<i>West Indies</i>	-	<i>Cricket, Islands</i>

2 PHYSICAL DIVISIONS

The Continent of North America is divided into four major physical divisions. They are:

- 1.The Western cordilleras or the Rocky Mountains
- 2.The Great Central plains
- 3.Canadian shield
4. The Appalachian Highlands



Map 11.2 North America's Physiography

1 THE WESTERN CORDILLERAS

These are the young fold mountain ranges like the Himalayas of India. The Western Cordilleras run from Alaska in the north to Panama in South. They consist of a series of plateaus eg. Colorado, Mexican Yucatan Plateau and form a series of parallel fold mountains.



11.1 Rocky Mountains ranges



11.2 Alaska Mountain ranges



11.3 Mckinley Mountains

The Rockies are most important ranges in the Western Cordilleras. The height of the range is low towards Alaska (Brooks) and it increases enormously towards Mexico. Mount McKinley (6194 m) is the highest peak and Death Valley (86 m below sea level) is the lowest part in this region. The Cascade and Sierra Nevada are other ranges. The Whitney Mountain and White Mountain in California are well known for their rugged slopes and scenic beauty. There are some **Intermountain plateaus** found between these ranges. Plateau

of Columbia, Colorado and Mexican plateau are the important among them. River Colorado cuts the Colorado plateau and has given rise to the Grand Canyon.

The old Faithful Geyser is a World famous geyser in the Yellow Stone National Park of USA.



11.4 Old faith ful geyser

2 THE GREAT CENTRAL PLAINS

The Central plains are also referred to as the Great plains of the Prairies. They lie between the Appalachians in the east and the Cordilleras in the west. The plain consists of vast expanse (3/5 of the total area of NA) of flat to gently rolling land. These plains are formed by the River Mississippi, Missouri and their tributaries. This is one of the most fertile plains of the world and is a good farming region. The denudation of the area by ice sheets has resulted in the formation of a large number of basins. These basins are covered by lakes.

The Dust Bowl - Dust storms have caused agricultural waste lands in US and Canadian Prairies.

3 CANADIAN SHIELD

(Laurentian Shield Of Laurentian Plateau):

The Canadian Shield lies around the Hudson Bay in the northern part of North America. This is made up of some of the oldest rocks in the world, like those of Deccan plateau in India. The whole shield is submerged in the centre, under Hudson Bay.

4. THE EASTERN HIGHLANDS/THE APPALACHIANS

The Eastern high lands are also known as Appalachians. These extend from Newfoundland to Alabama along the eastern margin of the Continent.



11.5 Appalachians

The Appalachians are old folded mountains, but have been denuded to their present height. East of the Appalachian ranges lie the Piedmont plateau and the Atlantic Coastal plain. The St. Lawrence Valley separates the Labrador plateau from the Appalachian ranges. They are rich in coal, lead, zinc, iron ore, copper, water power and wood. This region has a surprisingly large population and its importance in the North America economy is significant.

RIVERS AND GREAT LAKES

North America has a few large and short rivers. A number of lakes form the unique physical features of this continent around the Canadian Shield.

RIVERS : The Mississippi and Missouri are the Great Rivers of North America and together they drain 2/3 of the area. The Mississippi is the largest river, that flows into the Gulf of Mexico. The other rivers are the Ohio, Tennessee, Arkansas, Rio Grande Yukon, Red, Colorado, Columbia, Peace, Snake, St. Lawrence etc.



Map 11.3 North American Rivers



11.6 Mississippi River

River Colorado and River Columbia are the west flowing rivers and they are short and swift and River Columbia flows across the Columbian plateau. The Colorado river drains into Colorado plateau and forms the Grand Canyon. It is a centre for scenic beauty and tourism. The grand canyon is called 'Natural wonder of the world'.



11.7 Missouri River

Do you know?

Grand Canyon (Arizona, USA)

Depth - about 1800 mt.

width - 3 to 29 Km



11.8 Grand Canyon

The Canadian Shield is drained by many small rivers and they flow into the Hudson Bay.

The St. Lawrence is an important river of USA and Canada. It passes through the Great lakes. It remains frozen for 3 months in a year.

LAKES : North America has a large number of fresh water and salt water lakes. They are situated on the southern border of Canadian Shield. Huron, Ontario, Michigan, Erie and Superior are the important Lakes.

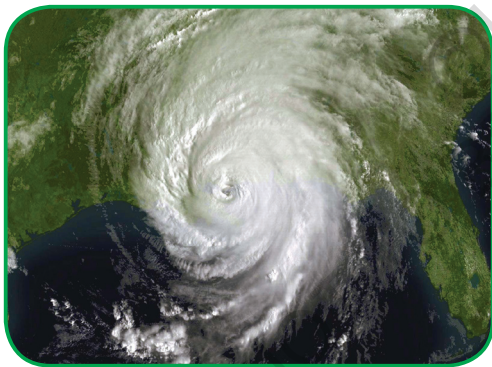


11.9 Superior Lake

Together they are called **HOMES**. Lake Superior is the largest of the Great lakes and is the largest fresh water lake in the world. Chicago and Detroit are situated on the Michigan and Eire lakes respectively. In Canada, Lake Winnipeg is very important. Great lakes serve as important water ways.

3 CLIMATE AND NATURAL VEGETATION

North America has a wide range of climate due to its vast latitudinal extent, and varied relief features etc. It includes extreme weather conditions ranging from freezing condition in Alaska and Greenland (the Tundra type) to burning heat in the deserts of south-west USA, South-Eastern Florida, the Caribbean and Central America have tropical conditions. The eastern half of North America is more humid. Central and Southern regions of the continent are prone to severe storms including hurricanes and tornadoes.



11.10 hurricanes



11.11 Tornado



11.12 Twister



Map 11.4 North America's Natural Vegetation

Natural Vegetation

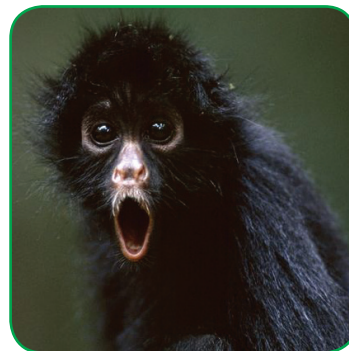
The Natural Vegetation and Animal life largely depend on climate, soil and relief features. Due to the great diversity in climate and relief, North America has a wide variety of vegetation. These vegetation belts broadly follow the climatic regions. They are: The Tundra type of vegetation is found within the Arctic circle. It is found in Canada, Alaska and Greenland. Winters are long and freezing and summers are very short. The only vegetation found here are mosses and lichens. Some stunted flowering plants are grown in summer season. The animals which survive in this hard and harsh conditions are Reindeer and Caribou and Carnivores like Polar Bears and Arctic Foxes. South of the Tundra belt lies the cool temperate type of climatic region. This is actually a belt of **coniferous** forest called **Taiga**. The coniferous forests are evergreen and species like pine, fir, spruce, birch etc. are found here. The fur bearing animals are found in this region for example, the Lynx, Sable, silver fox etc.



11.13 Coniferous forest



11.14 Beaver



11.15 Black Bear



11.17 Polar Bear



11.16 Silver Fox



11.18 Cypress



11.19 Chestnut

Deciduous type is found in east and south east of the St. Lawrence river and Great Lakes. Northern part is cold and Southern part of the region remains warm. Winters are cold but summers are warm and rainfall occurs usually in summer. The trees found here shed their leaves in autumn. Eg. Cypress, Oak, ash and chestnut. The wild animals found here include Beaver, Black Bear, Bear, Musk rat and Porcupine.

The cool temperate climate is found in parts of USA. There is a vast grassland between the Rockies and the Great river basin (Mississippi-Missouri) which is also known as the Prairies. This is actually a vast treeless plain. This plain land is known for wheat cultivation and animal rearing.



11.20 Prairies grass land

The coniferous and deciduous trees are found in this area. Canada and North California have such forests. The important trees found in this region are birch, beech, maple, oak etc.



11.21 Mahogany tree



11.22 Maple

Canada is a country of Lakes. Formed by Sparse Population and abundant Taiga Kind of forest, largest exporter of wood in the world.

The Southern part of Mexico and the West-Indies region have the tropical forests. Mixed forests are found here with hardwood trees like mahogany and logwood.

The western coast of California experiences the Mediterranean type of climate. The vegetation is typically adjusted to the long summer drought. Olives, Oak, cork, etc. are found here. This region is also known for citrus fruits (orange). The desert condition is found in the western part of the continent in South California, Mexico and Arizona. Different varieties of Cactus and thorny bushes are common here. The typical example of cactus is the Joshua. Desert nights are called winters of Deserts.



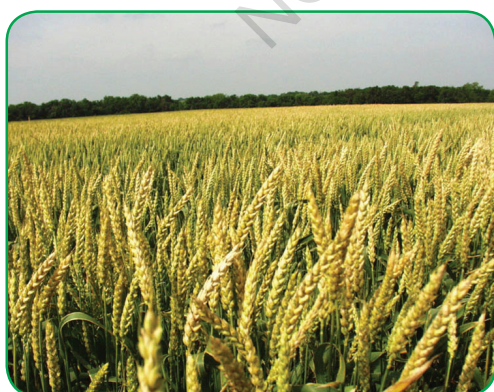
11.23 Desert Vegetation - different Cactuses

4 AGRICULTURE

Agriculture is an important occupation of North America. Central lowlands of the continent especially Canada and USA are very productive agricultural countries. Only ten percent of the total area of North America is suitable for agriculture. But the production from their farms is very high. Because, large farms, rich soil, adequate irrigation, mechanised farming, other facilities with human efforts make North America one of the largest agricultural regions of the world.

Regions specialized in the production of specific crops, are called '**Crop belt**' Corn belt, Wheat belt, Cotton belt, Tobacco belt etc.

Wheat is one of the popular cereals grown in North America, especially in Canada and USA. The Prairie region provides the best soil for wheat cultivation. Since the population is low, lot of surplus production is obtained, which can be exported, **Maize** is popularly known as **Corn**. It is grown extensively in the United States and Mexico. Most of the maize is used as feed crop for feeding cattle and pigs. They are reared for meat in Mexico. Maize is the staple food grain. But today maize is grown as a check crop.



11.24 Wheat



11.25 Maize

The other popular crops are barley, oat and potato. Barley and oat can be grown in cold weather. **Beer** is brewed from barley. **Oats** is used as a feeding crop for the animals, **Potato** is also grown in the continent which serves as a food crop.

Cotton and **Tobacco** are grown as cash crops in the continent. The Cotton belt lies along the Mississippi Valley. USA and Mexico are important producers of long staple cotton. **Tobacco** grows in the south USA, Cuba, Jamaica and Mexico. The USA ranks second after China among major tobacco growing countries of the world.

Sugarcane is another important crop grown here. Cuba is the third largest producer of sugar in the world, so popularly called the '**Sugar bowl** of the world'. Sugar beet is also grown in the USA. It is a major source of making sugar after sugarcane.



11.26 Orange



11.27 Grapes

Coffee and **Cocoa** are the tropical plantation crops, grown in the parts of Central America and West Indies. Fruits like grapes, oranges, lime, apple, pears, peaches etc. are grown in California, Florida, New Jersey and areas around Urban Centers. California produces 90% of the wine by using grapes in North America. Therefore California is called the "**Wine Country**".

Shallow continental shelves, such as the Grand Banks, Georges Banks off the New England and Newfoundland coast are popular fishing grounds.

5 IMPORTANT MINERALS AND INDUSTRIES

North America is blessed with abundant resources. Its natural resources are variety of soils, extensive grasslands, minerals, power resources and forest wealth.

The continent has rich deposits of different valuable minerals. The deposits of gold had once attracted people to this continent. Besides this iron ore, copper, nickel, silver and zinc are other major mineral deposits. The continent also abounds in coal, petroleum and natural gas.

Gold is the very first mineral mined in North America. California and Yukon valleys are important areas of gold mines. Lake Superior and its surrounding areas are known for having large deposits of Iron ore. The high grade iron ore is found in and around the Canadian Shield. Mexico is the world's major producer of silver. The USA is the leading producer of copper in the world. It is also mined in Canada. Fossil fuels are exploited in considerable quantities throughout the continent. North America has large deposits of high grade cooking coal in Appalachian region. Pennsylvania alone produces 20% of the world's total coal production. The USA is the world's largest coal exporter. Oil and Natural gas are found in Alaska, Texas, Louisiana, Kansas and in western Canada and parts of Mexico. Offshore region of the Pacific Ocean has good deposits of natural gas. The USA is the major producer of Petroleum. The USA is the leading producer of nuclear power in the world.



11.28 Gold



11.29 Iron



11.30 Steel



11.31 Coal



11.32 Copper



11.33 Nickel



11.34 Silver



11.35 Zinc

Among the countries of North America USA and Canada are highly industrialized. Availability of raw materials like iron ore, coal, copper, bauxite helps heavy industries. Availability of power, transport and modern technology has helped industrialization to a great extent.

The Lake Region of Erie, Superior and Michigan have seen a lot of development in iron and steel industry. Raw materials and water transport have helped tremendously. The favourable industrial policy of USA helped in the growth of industries. The city of Pittsburgh is called the 'Steel city' due to rich coal deposits found in the Appalachian region, hydroelectric power and easy transport facilities for bulky materials. Iron and steel is the basic industry, so it helps the growth of other industries like automobile, ship building, locomotives, heavy engineering, aircraft etc.



11.36 Pitts burgh - steel city

Wood pulp, paper and **news print** are produced in the USA and Canada. Soft wood is used in making paper, pulp, cardboard and news print. Pulp is used to produce synthetic fibre. **Canada** is one of the top exporters of paper, pulp and news prints. **Lumbering** is a highly organized job in North America. People engaged in lumbering in Canada are known as **lumberjacks**. **Chemical industry** produces a variety of articles like synthetic rubber, plastics, fertilizers and medicines. **Plastic** has now replaced wood to a great extent. Plastic is prepared in all parts of the USA. **Chicago** is famous for plastic industry.

Meat packing is an important industry spread over in a number of centers like Chicago, Kansas city and St. Louis. **Electrical and Electronic** goods are also produced on a large scale. Many of the industrial products and machinery are exported from USA and Canada. Mexico and other countries in Central America lag behind in industrial development. Most of these countries are small and do not have adequate power resources and raw materials needed for industrial development.



11.37 Chicago Industrial City

6 POPULATION

Most of the North Americans are descendants of Europeans of American Indians and Africans. Although, there are some native or indigenous people, most of them speak Spanish, English, French or American Indian languages.



Map 11.5 North America - Population density

Population density is the highest in the high lands of Mexico and Central America. But much of the northern part of the continent is almost empty, especially the frozen far north.

The densely populated parts of USA are urban centers and industrial regions. Nearly 98% of the population is urban in North America. The population of the Caribbean islands is less, but settlement is dense, due to the limited availability of land. ❀

New terms :

Prairies, Amerigo, Caribbean, Cordilleras, Rockies, Appalachians, Canadian, Fold Mountain, Shield, Canyon, Homes, Hurricanes, Tornado, Twister, Tundra, Reindeer, Caribou, Taiga, Cropbelt, Corn, Oats, Dust Bowl, Cooking, Locomotives, Lumberjacks.

EXERCISES

I Answer the following :

- 1 Why is North America called 'The Land of Prairies'?
- 2 Mention the location and extent of N A.
- 3 Make a list of important countries of North America.
- 4 How are the Grand Canyon of Northern America formed?
- 5 Name the important plants and animals of NA.
- 6 Make a list of important rivers of NA.
- 7 Who is called 'Lumber Jacks' in NA?
- 8 Mention the important races and their languages formed in NA.

Activities :



- 1 Draw an outline map of North America and mark the important Mountains, rivers, lakes, plains of NA with the help of a good Atlas.
- 2 Make a list of important plants and animals found in NA and Collect their pictures.

LESSON 12


SOUTH AMERICA - LAND OF ANDES

Introduction

In this lesson study the location extent and Physical settings, rivers and lakes, climate, Natural Vegetation, wild animals, agriculture and livestock rearing, composition race, distribution and density of population of South America.

Competencies

1. Understand location, extent and physical settings of South America.
2. Know the rivers and lakes of South America.
- 3 Understand diverse climate, animals and natural vegetation of South America.
- 4 Understand the speciality of agriculture and animal rearing in South America.
- 5 Know the racial composition, distribution, and density of population of South America.

 South America is the fourth largest continent in the world. It is a part of Latin America. When Christopher Columbus reached the continent around 1498 AD, he mistook it for India, and called brown coloured natives as the Red-Indians. Soon the Europeans (Spanish and Portuguese) flooded the continent.

South America is the land of superlatives with the Andes and the Amazon. Over a quarter of the world's known copper reserves are found here. It is the world's largest producer of coffee. It is popularly called 'Hollow land', and 'Land of Grasslands'. The study of South America helps us to know various geographical and economic features of the continent.

1. LOCATION, EXTENT AND PHYSICAL SETTINGS

The continent lies mainly in the Southern Hemisphere. A small portion is found in the Northern Hemisphere.



Map 1.1 South America

The Equator and the Tropic of Capricorn, pass through the continent. It is inverted triangle in shape, broader in the north and tapers towards the south. Its latitudinal and longitudinal extent is 12° N to 56° S latitudes and 35° W to

81° W longitudes. The continent of South America is located in the western Hemisphere.

The continent is surrounded by water bodies on all sides except in the north. In the north, the Panama Canal separates South America from North America. The Caribbean sea borders the north, the Atlantic Ocean in the east and north-east, the Pacific Ocean lies in the west and the South is bordered by the icy waters of Antarctica.

The land area of South America is about 177.1 lakh Sq.km and it is 3 ½ times bigger than India. There are thirteen countries in this continent. Brazil is the Largest and French Guyana is the smallest country. All the countries of South America have coastal line except Bolivia and Paraguay (land locked countries). Chile is a linear country.

- Panama Canal (1912) is the major Ocean route between NA and SA.
- Ecuador a country named after the Equator.
- Argentina and Brazil are famous for Soccer.
- Brazil is holding Olympic meet - 2016.
- Venezuela is famous for Angel falls and petroleum.

2 PHYSICAL FEATURES

South America has spectacular topographical features. It has the mountains with snow covered peaks and the dense equatorial forests. The continent has rich fertile plain lands as well as dry wasteful deserts. The major physical divisions of the continent are:

1. The Andes Mountains.
2. The Eastern highlands.
3. The Central lowlands.
4. The Western Coastal Plains.



Map 12.2 South America - Physical

1 THE ANDES MOUNTAINS

This is the longest mountain chain in the world, running to a distance of 6440 km long along the Pacific coast. Many earthquakes and volcanoes are found in the belt due to its presence in the Pacific ring of Fire. Mt. Aconcagua (6960 m) Argentina-Chile border is the highest Peak in the mountain range. Other peaks are Mt. Cotopaxi (5896 m) and Mt. Chimborazo (6272 m) in Ecuador. The Andes are rich in minerals like copper and Tin.



12.1 Andes Mountains

2 THE EASTERN HIGH LANDS

This region comprises two distinct high lands, a) the Guiana high lands (shield) in the north and b) the Brazilian high lands (shield) in the south. These are made up of old rocks like the Deccan Plateau of India. River Churn a tributary of Orinoco has formed the world's highest waterfall Angel Falls (974 m) in the Guyana Shield.



12.3 Angel Fall

3 THE CENTRAL LOW LANDS

The central lowlands lie between the Andes Mountains and Eastern high lands. These consist of large river basins. They are: the Amazon, the Orinoco and La Plat river basins. The Amazon basin is the most notable and largest among them. The Orinoco River forms the plain land in the northern part, which is separated by the Guyana highlands from the Amazon basin. Gran Chaco (the Hunting Land) is a vast low land of alluvium area found on the east of Andes and it is famous for grazing in south central parts of S.America.

4 THE WEST COASTAL PLAINS

These are narrow plains found between the Pacific Ocean and the Andes mountain range. The west coast is almost devoid of coastal plains except in patches, because the Andes Mountains rise steeply from the coast. Narrow coastal plains are found in central Chile and Colombia along the west coast. The coast line is indented (broken). Many big cities lie in the coastal plains. There are many islands in the southern part viz., Falkland, Hornos Islands. But Galapagos lie north west of S.America.

1 RIVERS AND LAKES

The Amazon (Female warrior), Parana, Paraguay, Uruguay and the Orinoco are the important river systems of the South America. The Amazon (6450 km) river which rises in the Andes is the longest in South America and the largest river in the world. It is navigable to a great extent along its course. The Orinoco is another important river system. The combined river system of Parana, Paraguay and Uruguay is called La Plata.



Map 12.4 Titicaca lake

Lake Titicaca (Bolivia) is the highest lake in the world and it is the largest navigable lake of South America. Lake Junín, Lake Sarococha of Peru, Lake Poopo of Bolivia are the other important lakes of South America.



Map 12.3 South America Rivers

- *Amazon*
 - *Marajo river Island*
 - *Anaconda and Piranha*
 - *Largest river with more the 1,000 tributaries*
 - *About 11.50% of the world land area*
 - *Hunga - underground river*

3 CLIMATE

South America has a wide variety of climate. Latitude, altitudes and the proximity of the Pacific and Atlantic Oceans contribute to the variation in the climate of the continent.

The Equator passes through the northern part of the continent and Tropic of Capricorn pass through the southern part. The land mass within the two latitudes falls in the Tropical Zone. The broader part in the north is under the influence of Tropical climate. Hence, the climate here is hot and wet. The Amazon basin experiences hot and wet equatorial climate due to the presence of the Equator. The region experiences convectional rainfall almost every day. Heavy rainfall favours dense forest in this region. The Amazon basin has thick forest which is the home of flora and fauna, reptiles, birds and monkeys are common in this belt.

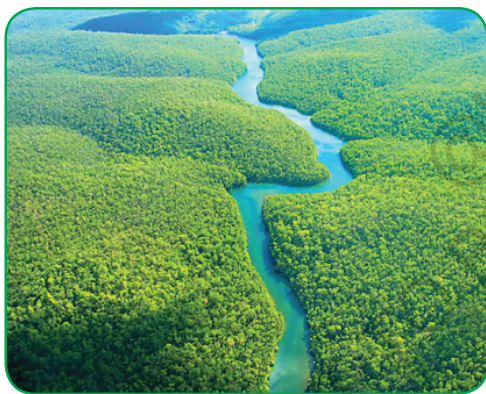
- *Convectional rainfall in the Equatorial region is called.*
 - Afternoon rainfall - Tea time rainfall - 4 'O'clock rainfall

The Andes mountain ranges run almost, the full length of the western margin of the continent. On-shore winds bring rain to the windward side. While, the east of the Andes gets low rainfall. This is the rain-shadow region and the temperate desert belt Patagonia of South America. Ocean currents also influence the climate of the continent. Warm Brazilian current move along the eastern coast and it causes rainfall. While, the cold Peruvian (Humboldt) current reduces the temperature in the western coast and keeps it dry. Therefore, the northern Chile and parts of southern Peru have **hot desert Atacama type** climate. Western part of the Andes and Southern most region of Chile receive rainfall throughout the year and it is maximum in winter. This region has **oceanic** climate. North and Central Chile coastal region has warm summers and mild winters with rainfall in winter. This region has the **Mediterranean** type of **climate**. Atacama desert-calama (Chile) is the driest area on the Earth (no rainfall for the last 200 yrs).



Map 12.5 Atacama desert

4 NATURAL VEGETATION



12.6 Evergreen Forest



12.7 Selvas

The Equatorial region of the Amazon basin has dense **tropical** rainforest. It is the world's largest **rainforest**, locally called Selvas. Evergreen trees of hard wood with dense canopy of trees are found here. Mahogany and Ebony are the valuable trees in this area. The rubber trees found here are used to make latex. On either side of the equatorial forests, grass lands are found. These are known as Llanos in the Orinoco river basin (Venezuela) and as Campos in the Brazilian high lands. The south eastern coast of Brazil has tropical deciduous forest.



Map 12.4 South America - Physical

South America land of Grass lands

- *Llanos of Venezuela*
- *Campos of Brazil*
- *Pampas of Argentina*

South of Gran Chaco region (Argentina and Uruguay) is covered by **temperate grasslands** to a large extent known as Pampas. The plateau of Patagonia has **temperate desert** having **scrub vegetation** on the western side of the Andes, and the central region has mixed type of forests. **Temperate deciduous** forests are found



12.7 Temperate grassland

on the lower slopes and **coniferous** forests are found on the higher slopes. Central Chile has the **Mediterranean type** of climate which has evergreen trees and shrubs.

5 WILD LIFE

South America has a variety of wild animals, birds and reptiles. The **condor** is the biggest bird of prey in the world. **Rhea** is a large bird which cannot fly, as the Ostrich in Australia. **Spider monkey, Owl monkey** and Squirrel monkey live in the trees of the Amazon forests. **Anaconda Python** is the largest reptile and it lives in the rain forest. **Puma** and **Jaguar** are large animals of prey which feed on monkeys and smaller animals. The **Liama** and **Alpaca** are animals similar to camels as they have long necks. These are domesticated by the native inhabitants for working. Galapagos Islands are well known for their **giant tortoise**. There are spiders and insects like tsetse flies which cause sleeping sickness. The Amazon River has varieties of fish such as the sting ray, electric fish and Piranha (most dangerous fish in the world). Rivers also have crocodiles.



12.8 Laama



12.9 Jaguar



12.10 Condor



12.11 Anaconda



12.12 Alpaca



12.13 Puma



12.14 Tortoise



12.15 Piranha fish



12.16 Rhea

6 AGRICULTURE AND ANIMAL HUSBANDRY

Cultivable land in S A is limited. Barely 10% of its area is under cultivation. The main regions of cultivation are the Pampas in Argentina and Uruguay, parts of Brazilian highlands and east coast and central Chile. Most important crops of S A are Maize, wheat, Rice, Coffee, Cotton, Sugarcane etc.

Maize is a native crop of S A and it is the chief food crop in the warm tropical region. **Wheat** is grown in the cooler temperate regions in Argentina and Chile. Wheat is also exported from Argentina. Potato is widely grown in the Andes region. Rice is cultivated all along the Brazilian coast.

- *Brazil is called 'Coffee pot of the world.' (coffee is derived from Kaffa)*
- *Fazenda is the largest coffee estate (thousand of coffee plantations) in Brazil.*
- *Rio-de-Janerio is called 'coffee port of the world'.*



12.17 Coffee

Among non-food crops S A is an important producer of **coffee** and **cocoa**. Brazil is the world's largest producer of coffee. Columbia and Ecuador are also important producers of coffee. Cocoa is also produced on a large scale in the coastal regions of Brazil. Colombia and Ecuador are the other producers of cocoa.



12.18 Sugarcane

Cotton is grown in drier slopes of Andes and is exported to other countries. South America is an important producer of **sugarcane** in the tropical low lands. Brazil is the leading producer of sugarcane and it is second largest producer in the world. Other Sugarcane producing countries are Argentina, Peru, Guyana and Colombia.

Grasslands of Pampas are ideal for **livestock** rearing. Livestock includes mainly horses, pigs, sheep and cows. Argentina was once the biggest exporter of beef in the world. The pampas are fine grazing areas for Beef Cattle. Dairy cattle grazing pastures, are richer where as poorer pastures on the Patagonian plains and mountains are meant for sheep rearing. There are cowboys called **gauchos** who manage the sheep.



12.19 Sheep rearing



12.20 Cows rearing

The best fishing grounds are located in the coast of the Pacific Ocean. The Peruvian and Chilean coasts are the most important fishing grounds. Though Peru had been the leading fishing nation, its importance declined because the bulk of fish caught were mainly small pelagic fishes which were used for making fertilizers. Chile's catch is almost the same as Canada's but, mostly it is used for industrial purposes and not for food. Lake Titicaca and river Amazon are important places of fresh water fishing.



12.21 Fishing

7 POPULATION

The inhabitants of South America belong to mixed racial groups. Amazon Indians and Inca Indians are natives of S.America who settled before the arrival of Europeans. Europeans came in search of gold, later settled here. Slaves were brought from Africa to work in plantations. The inter-marriage among these groups formed mixed races.

South America registers a much higher percentage of urbanization (80%) than any other country in the world (47%) average. The highest Urban population is in Uruguay (93%) and the lowest in Guyana (36%).



Map 12.5 South America - Population Density

The dense forests of Amazon, Andean Mountains, deserts of Atacama and Patagonia are very Sparsely inhabited. Gran Chaco and Guyana Highlands are also sparsely inhabited. Most of the population is concentrated along the coasts in big cities and ports like Buenos Aires, Rio-de-Janerio, Valparaiso, Sao Paulo etc.

Hollow Continent

Inhabitanace is mainly found in the coastal belt. Central part to the continent is thinly inhabited.

Population in S A is mainly concentrated in Coastal areas but the central continent is less concentrated so it is called Hollow Continent

South America registers birth rate similar to the world's (21/1000) average. But, the death rate (6/1000) is less than the world's average (9/1000). Therefore, the rate of natural increase of population in South America is higher than the world's average.

New terms

Latin America, Red-Indians, Andes, Ring of fire, Equador, Guyana, Orinoco, Amazon, Laplat, Gran chaco, Galapagos, Hornos, Parana, Paraguay, Uruguay, Titicaca, Warm Ocean current, Cold Ocean,Current, Mediterranean climate, Selvas, Latex, Compos, Pampas, Piranha, Gauchos, Mestizos, Mulattos, Zombos, Patagonia, Atacama.

EXERCISES

I Answer the following :

- 1 Why are natives of South American continent called Amazon and Inca Indians?
- 2 Explain the location and Extent of S.A.
- 3 Name the big and small countries of S.A.
- 4 Which is the highest waterfall of the world found in S.A? On which river it is formed?
- 5 Mention the important grass lands of South America.
- 6 Name the important plants and wild animals of S.A.
- 7 Mention the important racial groups found in S.A.
- 8 Name the important cities with high density of population in S.A.

Activities



- 1 Draw the outline map of S.A. mark the countries and their capitals, important mountains, rivers, lakes, grass lands with the help of good Atlas.
- 2 Make a list of important plants, animals and birds found in S.A. and collect their pictures.

